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ABSTRACT

Foreign Studies, an elective course for junior and senior students, is a study of selected Asian cultures, including the nations of China, Japan, and India, and of African cultures, including the nations of Nigeria, Ethiopia, and the Democratic Republic of the Congo. Asia and Africa are studied from the American cultural viewpoint with emphasis upon the three concepts of culture, ideology, and the comparison of traditional and modern society. This teacher's guide is divided into four main sections. 1) An outline of content is presented from which many generalizations are developed. These generalizations provide the framework for the development of major cultural understandings. 2) Specific instructional objectives, defined in behavioral terms, are suggested and identified as expected student learnings. These objectives are keyed to skills which are extended in foreign studies. 3) Ninety lesson plans are given, each including a statement of teacher objectives, several teaching techniques, a content outline, comments, and a citation of instructional materials. 4) A bibliography of student and teacher materials is provided. (Author/SJM)

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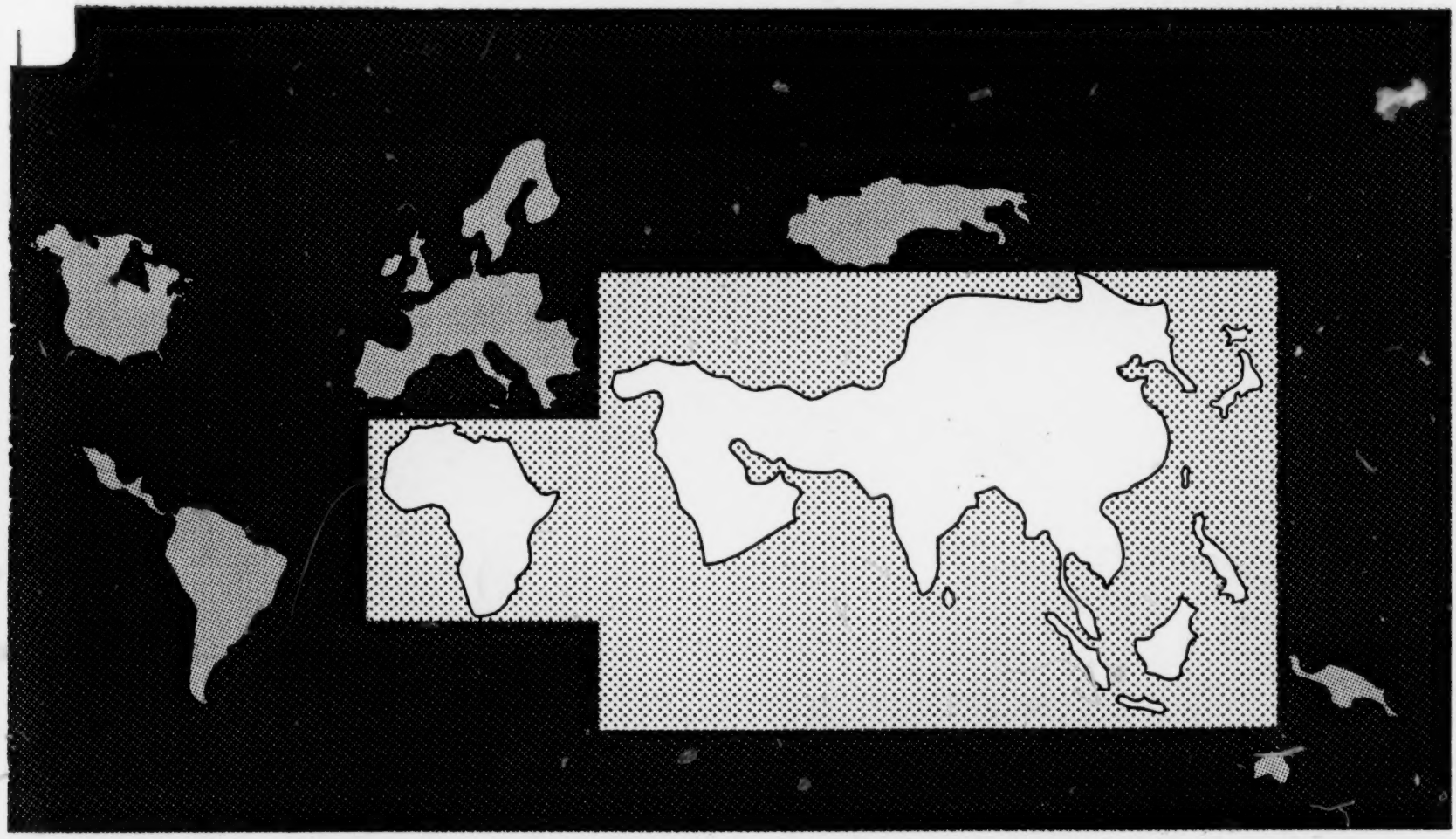
FOREIGN STUDIES: TEACHER'S GUIDE



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The front cover is a map of the continents, scaled to population. The back cover is a map of the continents, weighted for per capita gross national product. Data from the United Nations **DEMOGRAPHIC YEARBOOK**, 1967 and the International Bank for Reconstruction and Development. Population figures are for 1969. Gross National Product figures are for 1966.

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INTRODUCTION

In order to help students gain an intercultural perspective, the University of Northern Iowa established an Intercultural Studies project in the Spring of 1965. Supported by a grant from the Ford Foundation, the project focused upon studies of the non-Western world. Specifically, the project supported four related parts of the project: faculty development, a student teacher program, course and staff additions to the university and the Malcolm Price Laboratory School, and acquisition of library and instructional materials related to foreign areas. One result of the Laboratory School phase of the project is the following **TEACHER'S GUIDE** to Foreign Studies, a new social studies elective for juniors and seniors.

Offered for one semester, Foreign Studies is a study of selected cultures of Asia and Africa. Asian cultures selected for study include China, Japan, and India; African cultures include cultures found in the nations of Nigeria, Ethiopia, and the Democratic Republic of the Congo. The general objectives of the study are:

Developing an awareness of the role of attitudes in intercultural understanding;

Extending skills in processing information, expressing knowledge, working with others, and problem solving;

Acquiring information as to traditional and modern societies in Asia and Africa;

Stimulating effective thinking by evaluating analogues to our culture; and

Providing a non-western dimension to political socialization.

The frame of reference for instruction is the concept of culture. As Asia and Africa are studied from our cultural viewpoint, however, the study is of three cultures: Asia, Africa, and America. A secondary motif is the concept of ideology. Upon determination of the nature of ideology, this concept is also used in developing understandings of the three cultures. A third tool is the comparative concept of a traditional and modern society. During the study, this concept is transformed into a model in order to evaluate the societies under study. In addition, many sources of information are used in discussions of current events in Asia and Africa. Of particular importance in the discussions are current American foreign policies.

From the content of the study, many generalizations are developed. In turn, the generalizations are the seedbed for development of major understandings. These understandings include:

1. Culture is the total, distinctive way of life of a particular people in a particular time and place as defined by their ideas, activities and artifacts.

2. An ideology is a set of beliefs describing a nation's way of life, government, and a guide to the nation's foreign policy which collectively may be democratic, authoritarian, or totalitarian.

3. Diversity is characteristic of Asia, Africa, and America.

4. An understanding of other cultures is drawn from everyday experience.

5. The whole of culture is different from its individual participants.

    a. The peoples of China, Japan, and India are Asians although Asia is not China, Japan, and India.
    b. The peoples of Ethiopia, Congo, and Nigeria are Africans although Africa is not Ethiopia, the Congo, and Nigeria.
    c. The students of Foreign Studies are Americans although America is not Iowa or Cedar Falls.

6. China, Japan, and India are distinctive cultures whereas Ethiopia, Congo, and Nigeria represent distinctive nations.

7. China is a divided, tradition-bound culture. It is characterized by a sense of superiority toward others, expectant of submission by its people, and historical isolation from the West. Moreover, it is characterized by a large population, limited economic development, and a totalitarian government.

8. Japan is a unified, modern, tradition-conscious culture. It is characterized by an ability to adjust rapidly to the modern world and influence from the West. Moreover, it is characterized by an increasing population, an expanding economy, and a democratic form of government.

9. India is a divided, tradition-bound culture. It is characterized by many sub-cultures and submission to the West in modern times. Moreover, it is characterized by a large population, limited economic development, and a democratic form of government.

10. Ethiopia is a unified, tradition-bound nation. It is characterized by a long period of independence which is unique in Africa. Moreover, it is characterized by a large population, limited economic development, and an monarchial form of government.

11. The Democratic Republic of the Congo is a divided, proto-tradition nation. It is characterized by a harsh, colonial past. Moreover, it is characterized by a large population, limited economic development, and an authoritarian government.

12. Nigeria is a divided, tradition-conscious nation. It is characterized by a less harsh colonial past. Moreover, it is characterized by a large population, limited economic development, and an authoritarian government.

13. The United States is a divided, tradition-free nation. It is characterized by a variety of sub-cultures and a modern society. Moreover, it is characterized by a large population, an expanding economy, and a democratic government.

14. All nations pursue a common foreign policy toward security and well being in the national interest; however, nations differ as to the definition and means to achieve their goals.

15. All nations experience a conflict of traditional and modern modes of life resulting in individual loneliness and social disruption.

In order to aid the teacher in developing these understandings, specific instructional objectives are suggested. The objectives are defined in behavioral terms and identified as expected student learnings. Further, they are keyed to the skills which are extended in Foreign Studies. Skills which are a shared responsibility are identified as general skills. Skills which are the major responsibility of social studies are identified as specific skills. In addition, 90 daily lessons are suggested. Each lesson includes a statement of the teacher's objectives, several teaching techniques, a content outline, comments, and a citation of instructional materials.

As in all teaching, however, daily lessons must be adapted to the maturity level of the student. To aid the teacher in this task, a bibliography of student and teacher materials is noted. The student materials include audio-visual and printed materials used in Foreign Studies, and paperbound series of supplementary readings. The teacher materials include selected articles in professional journals, bibliographic sources, and reference books. Hopefully, these materials will stimulate the interested teacher to develop appropriate learning activities for teaching about the minorities of the United States who are the majority of the world.

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Generalizations to Be Developed

Introduction

A. Our initial impressions of Asia and Africa are images drawn from a variety of intellectual, emotional, and spiritual experiences.

   1. One example of an image is the notion of Asia and Africa as filled with wild animals and half-starving natives.
   2. Such images may be true or false and are held regardless of their validity.
   3. Components of each image include the following:
      a. Our attitudes toward ourselves in everyday situations, our government in its dealings with non-Western nations, and peoples of non-Western culture;
      b. Historical knowledge which has been largely Western in orientation;
      c. Current events on Asia and Africa as reported by the mass media:
      d. Our skill in determining bias, prejudice and ethnocentrism;
      e. The aura of mystery which surrounds the *terra incognita* label:
      f. Differences in understanding of the nature of non-Western world from intercultural or international perspectives

B. Several concepts are helpful in understanding better the nature of the non-Western world. The concepts of culture, ideology, traditional and modern society are used in the Foreign Studies class.

   1. The concept of culture has the following characteristics:
      a. Culture is the total distinctive pattern of life of a particular people in a particular time and place. Culture may be identified by the common ideas, activities, and objects of a particular people.
      b. Every cultural system is an interconnected series of ideas and social behaviors in which changes in one aspect generally lead to changes in every other segment of the cultural system.
      c. Every human cultural system is reasonable and coherent in its own terms given the basic assumptions and knowledge available to the given community.
      d. Explanation of human behavior is essentially one-sided and incomplete unless information about man's biological, social, cultural, and psychological characteristics is taken into account together with information about man's biophysical enviroment.
      e. Practically all the significant differences in the behavior among human populations are understandable as learned cultural patterns rather than biologically inherited characteristics.
      f. Different cultures live in different times, whether past, present, or future; thus, the twentieth century is many centuries in one for different cultures in different parts of the world.
      g. According to Vera Micheles Dean, the non-Western world "stopped developing around 1400 A.D."

2. The concept of ideology has the following characteristics:
   a. Ideology is a set of beliefs describing a nation's way of life, its government, and as a guide to the nation's foreign policy.
   b. Ideologies differ as to limits placed upon the national government, the role of political parties, the definition of the will of the people, and the degree of individual freedom and social coercion in the society.
   c. Every nation-state exhibits a variation of one of the three major ideologies: democracy, authoritarianism, or totalitarianism.
      (1) Ideologically, democracy is a set of beliefs which include limited government, a multi-party system, sovereignty retained by the people, and a maximum degree of individual freedom.
      (2) Ideologically, authoritarianism is a set of beliefs which include a politically unlimited government, a one party system, sovereignty retained by the rulers, and a limited degree of individual freedom.
      (3) Ideologically, totalitarianism is a set of beliefs which include unlimited government, a one party system, sovereignty retained by the rulers, and a minimum degree of individual freedom.
   d. A state's ideology along with its culture, geography, and resources shapes its definition of, and requirements for, its security and well being.
   e. The strategic goal of a foreign policy of a nation-state is to further its security and well-being.

3. The comparative concept of a traditional and modern society is restricted to a set of variables. For our study six variables are used; time, sovereignty, degree of economic development, change in social institutions, demographic character, and personality trait.
   a. Time is defined as an arbitrary but significant date previous to which society is old, after which a society is new.
   b. Sovereignty is defined as the ultimate locus of power, be it in a nation-state or mother country.
   c. Degree of economic development is indicated by the dollar value of the gross national product of the hoe and machine sectors of the economy.
   d. Change in social institutions is indicated by the modification or retention of an institution between the dates specified for study.
   e. Demographic character is indicated by the rural or urban character of a society.
   f. Personality trait is the inner or other directed behavior of a mythical, representative person as evidenced in interviews and biographical accounts.
   g. Each variable represents societies viewed historically, politically, economically, sociologically, demographically, and psychologically.

4. In order to compare different societies at different times and places, a further arbitrary characterization of society is necessary. The key to the characterization is the number of variables classified as modern.
   a. A society which has one variable classified as modern is characterized as a tradition bound society.
   b. A society which has two or three variables classified as modern is characterized as a tradition directed society.
   c. A society which has four or five variables classified as modern is characterized as a tradition conscious society.
   d. Finally, a society which has six variables classified as modern is characterized as a tradition free society.
   e. A society which is urban, industrial, national is characterized as a tradition directed society. A society which is urban, industrial, national, new, and changing is characterized as a tradition conscious society.
   f. The spectrum of traditional modern society indicates the degrees of modernization in any given society.

I. Asia

A. Asia
   1. Asia is composed of diverse cultures which occupy a land mass from the Pacific Ocean to the Ural Mountains.
   2. Geographic and historical factors have a major influence upon the development of the various cultures in Asia.

3. Consequently geographic things are often ideas.
   a. For example, the Ganges River is both a river and a sacred place in Hinduism.
   b. For example, the sun is both a sun and a symbol in Japanese tradition.
4. Further, the age of Asia has endowed the existing and sustaining cultures with a marked sense of tradition.
5. However, Asia has several new characteristics:
   a. Most of Asia is composed of new Asian states rather than old established empires or European colonies.
   b. Most of the new nation-states of Asia are now aligned to either the Communist or Western bloc of nations.
   c. Treaty alignments are loose and extremely weak.
   d. Most of Asia is underdeveloped and faced with increasing population strain upon limited resources.
   e. Most of Asia is traditional rather than modern.

B. China
1. China has been isolated from the rest of the world throughout most of history, due to natural geographic barriers and lack of development of sea power.
2. China may be divided into two regions, North and South China, which differ markedly in climate and topography.
3. Resources in both regions, however, are limited.
4. Despite constantly shifting political boundaries, China has been united culturally throughout most of its history.
5. In traditional China, the pattern of government was a three part plan:
   a. a centralized government with power centered in the emperor,
   b. a bureaucratic government, and
   c. an authoritarian government.
6. Imperial government is represented in many dynasties. Of particular importance were the Chou, Chin, Han, Tang, Sung, Ming, and Ching Dynasties.
7. In varying degrees each dynasty controlled the economic life of China; however, only 15 percent of the land was usable for agricultural development.
8. Consequently the people of China were concentrated in less than one-third of the country's area, creating a great density of population in these regions.
9. Thus, China was an agricultural society with a surplus of labor.
10. Traditional China's system of production is expressed by the following: "Small amounts of natural resources + small investments + large amounts of human labor = a valuable product." "High production – low cost living for laborers and some administrators = surplus for the powerful ruling class."
11. Prior to massive westernization, China of 1700 A.D. had the following. . .
   a. an imperial government
   b. a production system which utilized large amounts of human labor
   c. a society of several classes based on rank and privilege for which Neo-Confucianism provided a rationale
   d. a sense of superiority to outsiders from whom tribute was expected.
12. With Westernization China reacted in protest, but to no avail.
13. China was forced to submit to outsiders and sign the unequal treaties with the West.
14. Coupled with external threats to her security, China was beset by internal struggles such as the Taiping Rebellion.
15. Finally, in 1911 the old order was overthrown and a new republic proclaimed.
   a. Sun Yat Sen, Father of the Republic, sought three goals, "nationalism, democracy, and livelihood."
   b. However, China was unable to secure democracy and livelihood and was barely able to survive as a nation.
   c. Sun's party, the Kuomintang, was divided upon Sun's death between the factions led by Chiang K'ai Shek and the Communists.
16. After twenty years of struggle, the Communists led by Mao triumphed and established a state controlled political and economic system.
   a. Mao's leadership, however, is not firmly established and presently is challenged in China.
17. Moreover, the Communists, thus far, have been unable to resolve China's agricultural problems, and little effort has been made successfully in resolving her industrial problem.

18. Analysis of the assets and liabilities inherent in Communist China's economy leads many observers to the conclusion that the present regime must reduce its unrealistic demands on its people and improve their well-being or it will endanger its own chance for survival.
19. Meanwhile, Nationalist China, under the leadership of Chiang continues to control Taiwan and vows its intention to return to the mainland.
20. Modern China, therefore, differs from traditional China in the following respects:
    a. Modern China is a totalitarian nation rather than an authoritarian empire.
    b. Limited progress has been made toward industrialization.
    c. Massive efforts have been made to eliminate the past traditions of China.
21. However, China today is a fragmented tradition-bound culture characterized by:
    a. a sense of superiority towards others,
    b. a submissive people,
    c. excessive population in relation to the available resources,
    d. semi-industrialization in the present state of economic development,
    e. and a totalitarian government.

C. Japan
1. Japan also has been isolated from the rest of the world throughout most of its history due to natural geographic barriers and self-imposed political economic isolation during the rule of the Shogunate.
2. Japan is an insular land, but is a part of monsoon Asia.
3. Resources, however, are limited.
4. Due to the proximity and great development of China, Japan accepted Chinese institutions as a model for emulation.
    a. After the downfall of the Soga Clan, the government, for example, was based upon the Chinese model.
    b. The government of traditional Japan, however, differed from the governments of China as the former has a single royal family and Japanese officials were appointed from the nobility.
5. Military control over the provinces was established by the Shogunate.
    a. During the Tokugawa Shogunate (1606-1868), a stable government was established.
    b. In order to insure stability, the Shogun closed Japan to activity from Westerners.
6. Traditional Japan of 1800 had the following characteristics:
    a. a government with control by the Shogun,
    b. a production system controlled by the provincial feudal lords,
    c. a four-class social system based on rank and privilege, and
    d. a firm belief in the proper place for all things.
7. Commodore Perry of the United States forced Japan open to the West in 1853.
8. Faced with an external threat and an ineffective internal government, Japan ended the rule of the Shogunate, and "restored" the Emperor.
9. During the restoration era, feudalism was abolished, industry encouraged, and a drive for modernization was begun.
10. By 1905, Japan was a major power in Asia and continued to be so until her defeat in 1945 by the United States.
11. Under United States occupation from 1945 to 1952, Japan received further intensive Westernization.
12. Japan today is a modern, industrial, urban society characterized by an ability to adjust rapidly to the modern world.
13. More than any other Asian nation, Japan has adopted the ways of the West.
14. Consequently, Japan has become the most industrially advanced nation in Asia.

D. India
1. India is a descriptive term for the dominant cultures which have developed on the land mass known as the subcontinent of India.
2. Unlike China and Japan, India lies in a subtropical zone and has a monsoon dominated climate.
3. Like China and Japan, India has distinctive geographic features which have influenced its historical, political and economic developments.
4. Moreover, like China and Japan, India has limited development of her resources strained by an ever-increasing population.
5. Despite her long history, India, however, has rarely experienced political unity.
6. New forces have continually pressed from the outside of India.
7. Throughout the continent, India's culture has assimilated various elements but retained its spiritual qualities in the form of Hinduism.
8. Traditional India of 1800 had the following characteristics:
    a. subject to colonial administration,

b. political power at the local level,
c. an agricultural economy within a self-sufficient village,
d. social organization in joint families and castes,
e. belief in Hinduism by the majority and Islam by the minority.

9. After 1800 the British imposed an administrative control over India.
10. As administrators of India, the British helped India to develop economically to the benefit of both British and Westernized Indian.
11. India became acquainted with Western ideas through British colonial rule and desired her own independence.
12. By 1947 independence was gained, but the subcontinent was partitioned into the separate nation of India, Pakistan, and Ceylon.
13. Each of these new nations hold membership in the United Nations.
14. India today differs from traditional India as:
    a. A democratic government is in operation, "the world's largest democracy,"
    b. There is a beginning toward industrialization,
    c. Large cities have emerged; Calcutta is the most crowded in the world,
    d. An attempt has been made to establish a secular life.
15. However, India is still a fragmented tradition-bound culture characterized by:
    a. excessive population,
    b. limited resources,
    c. rural village society,
16. Nevertheless, India is of first importance in Asia as the largest non-aligned democratic nation.

II. Africa

A. Central Africa

1. Central Africa is the northern region of sub-Saharan Africa and is marked by great geographic and cultural diversity.
2. Despite national differences, the cultures of Central Africa are markedly similar in regard to the role of the tribe as the dominant political and social institution.
3. Each nation has within its bounds different tribes which speak different languages and have different cultural heritages.
4. Traditional Africa has the following characteristics:
    a. a tribal organization,
    b. an agricultural economy,
    c. an extended family and kinship system,
    d. a rural village society, and
    e. veneration of land as community property and symbol for power.
5. Traditional Africa's contact with the West was through trade in slaves and products, white missionaries, administrators, settlers, and technicians.
6. Africa was partitioned according to European dictates in 1885.
7. One of the consequences of the European impact on Africa was a desire for political independence.
8. Moves toward independence were hesitant during the early part of the 20th century; after World War II, independence was achieved throughout most of Africa.
9. By 1967 almost all of Africa is composed of independent nations.
10. The achievement of independence was sudden, largely unplanned and resulted in political instability.
11. In order to assert a presumed commonality, African nations have established the Organization of African Unity.
12. All new nations are also members of the United Nations and with new Asian Nations constitute a distinct bloc within the United Nations Organization.
13. Africa today is characterized by:
    a. internal dissension,
    b. unstable authoritarian political governments,
    c. an agricultural economy, and
    d. initial steps towards modernization.

B. Examples of nations in Central Africa
   1. Examples of nations in Central Africa are Ethiopia, the Democratic Republic of the Congo, and Nigeria.
   2. In contrast to Nigeria and the Democratic Republic of the Congo, Ethiopia is a relatively unified culture with historical roots in the ancient world.
   3. The Democratic Republic of the Congo and Nigeria are new nations, ostensibly democratic, but ruled by a military dictatorship.
   4. Ethiopia and Nigeria are leading members of the Organization of African Unity.
   5. Ethiopia, Nigeria, and the Democratic Republic of the Congo are now in the throes of making a transition from traditional to modern society.
      a. Ethiopia is a tradition-bound nation.
      b. The Congo is a fragmented proto-tradition nation which has yet to establish its political independence.
      c. Finally, Nigeria, is a fragmented, tradition conscious nation whose success as an independent African State has, apparently, turned into failure.

III. From the American Point of View

A. The Nature of the Non-Western World
   1. The non-Western world is largely authoritarian and totalitarian in political ideology.
   2. The non-Western world is suffering from a lack of economic development and has traditions which are in conflict with the modern world.
   3. In contrast to the West's view of the non-Western world, the non-Western world views the Western world as materialistic, imperialistic, and a 'scrooge' toward Africa and Asia.
   4. The United Nations Organization is one common meeting ground for the West and non-West.

B. American Foreign Policy
   1. Like all nations, the United States seeks to provide for its defense.
   2. In pursuit of this goal; alliances, alliance system, military and economic aid have been established.
   3. In Asia, United States has a commitment in SEATO and separate alliances with South Korea, Nationalist China, Japan and the Philippines, plus aid programs to friendly nations.
   4. In Africa, the United States has no alliance commitments except for NATO commitments whose members have dependencies in Africa. However, select aid is given to several African nations.
   5. In both Asia and Africa, the Peace Corps is operative.

C. Ideology and Foreign Policy
   1. The United States is also committed to Democratic ideology at home and abroad; consequently the ideological enemy of the United States is Communism.
   2. Hence, Communist nations are viewed as potential enemies by the United States government.
   3. According to the United States government, the lessons of World War II have been learned; namely, that aggression by a undemocratic nation or force must be checked initially or a global war will ensue.
   4. Thus, the United States is committed militarily to counter aggression in Vietnam.
   5. In contrast to the United States, the nations in Asia and Africa are weak; they must parry the United States and the Communist bloc for their own survival.
   6. Officially, most African and Asian nations are neutral.
   7. In contrast to the United States, most African and Asian nations are opposed to the United States involvement in the Vietnam war.

D. Traditional and Modern Soceity in Asia, Africa, and the United States
   1. Of the nation's studied, the United States is the most modern nation.
   2. In Asia, Japan has made the most progress towards modernization.
   3. In central Africa, Nigeria has taken the greatest steps towards modernization.
   4. Despite these differences, the heart of the matter is that there is no basic difference between human beings who compose the cultures of the Western and non-Western world.

INSTRUCTIONAL OBJECTIVES

Day	Expected Student Learnings	Skills: General	Skills: Specific
1	to identify the instructional objectives which indicate what the student will be doing when demonstrating achievement of the objectives	A	C
	to recognize the nations to be studied in class		
	to outline the approach to be taken in studying the nations		
2	to translate his image of Asia and Africa	E,F	B
	to distinguish between myth and fact by responding to a checklist of statements about Africa		
3	to define the term *terra incognita* according to the usage by Marco Polo and Vera Michales Dean	A,D,F	A,B,C,D
	to apply the term *terra incognita* to current events and indicate examples of the *terra incognita* in the news		
	to recognize the text for use in the class		
4	to evaluate American foreign policy alternatives in hypothetical interantional situations	E,F	B
5	to identify the organization of a newspaper	A,B,C,D,E,F	B
	to recognize the wire agencies and syndicated colunists used by a newspaper		
	to summarize a local newspaper article on the non-Western world		
	to outline the sources to be used in the Foreign Studies class		
6	to define the term "culture"	F	A
	to differentiate among elements, fulcrum, and the characteristics of culture		
7	to discuss, in groups, selected examples of intercultural insight	C,D,G	B
	to distinguish similarities in the behavior between "Tommy and Dee Dee" and the ways "Some Children Are"		
	to identify the characteristics of culture illustrated in the examples of intercultural insight		
8	to cite a sample date in its full citation	C,D	A,B,D
	to distinguish among sample dates in different time systems		
	to define the term "time" according to T. S. Eliot and John Hersey		
	to define the phrase "many centuries in one" as used by Vera Micheles Dean		

9	to differentiate between 1400 A.D. and 1970 A.D. as to the development of the West and non-West to list the factors accounting for the differences in development of the West from 1400 A.D. to 1970 A.D. to recognize the task and opportunity for the West according to Vera Micheles Dean	C,D	B,D
10	to summarize an article from **ATLAS** and the **WORLD NEWS OF THE WEEK** to distinguish a primary from a secondary source to evaluate generalizations as to the character of the world's population to cite a current example of current events in the non-Western World	A,B,E,F	B
11	to define the term "ideology" to apply the term "ideology" in classifying nations as authoritarian, democratic, to totalitarian	C,D,F	A
12	to differentiate among the ideologies of democracy, authoritarianism, and totalitarianism as to a way of life, a way of governing, and as a guide to political action to contrast and compare the three ideologies as to the degree of freedom within a society, the definition of the will of the people, and limitations placed upon the national government	C,D	A,B
13	to discuss in groups examples of social coercion in society to classify the examples of social coercion according to the degree of individual freedom by use of a line graph to reclassify the examples of social coercion according to class suggested restrictive phrases to generalize as to the degree of individual freedom supported by the three ideologies	G	B
14	to distinguish between goals and means of a nation's foreign policy to identify the foreign policy of several nations subscribing to the same ideology to contrast and compare the foreign policies to totalitarianism and democracy to cite one current example of the foreign policies of the three ideologies	C	B
15	to summarize an article on the non-Western world from the Des Moines **REGISTER** to recognize the 5 superior newspapers of the United States to cite an example of current events in the non-Western world	A,B,C,D,E,F	B

16	to locate on a wall map the major nations and bodies of water in Asia	D	C
17	to interpret the film **GANGES – SACRED RIVER** as an illustration of the cultural significance of a geographic feature	A	A,C
18	to use an outline map to show the location of the major independent nations, their capitol cities, and major bodies of water in Asia plus indicate the allies of the United States and the Chinese People's Republic	D	C
19	to express in writing the student's knowledge of the map of Asia	B,C,E,F	C
20	to summarize an article from the New York **TIMES** to identify the technical features of a newspaper to cite an example of current events in the non-Western world	A,B,C,D,E,F	A
21	to recognize the basic principles of a social geographic study of China to outline the major steps in the rise of the Chinese empire	C,D	C,D
22	to define the term "traditional society" to portray China of 1700 as a traditional society	C	A
23	to distinguish the role of the scholar gentry from the lesser classes in traditional Chinese society	C	B
24	to contrast and compare extracts from the **TAO TE CHING** and the **OLD TESTAMENT** to outline the steps in drinking tea as prescribed in the **HOLY SCRIPTURE OF TEA**	B,C,E,F	B
25	to summarize an article from the **CHRISTIAN SCIENCE MONITOR** to cite an example of a current event in the non-Western world to recognize the article "Getting Through to China" as an editorial to contrast and compare the reporting of the Declaration of Independence by Southern Rhodesia	A,B,C,D,E,F	B
26	to identify the major turning points in China's Westernization	C	D
27	to diagram the organization of the Chinese Communist Party and the government of the Chinese People's Republic to list the major goals of the Five-Year Plan for Communist China	A	A
28	to contrast and compare traditional and modern China according to the model of a traditional and a modern society	D	B

29	to express in writing the student's knowledge of traditional and modern China	B,E,F	B
30	to define the term "bias"	A,B,C,E,F	A, B
	to identify a primary source of China today		
	to summarize an article from the **PEKING REVIEW**, the **FREE CHINA REVIEW**, and **CHINA PICTORAL**		
	to contrast and compare two sources of information on the economic well being of China		
31	to place on a timeline the major events in the history of Japan	C	C,D
32	to portray Japan of 1800 as a traditional society	C	A
33	to recognize Ukiyo-e as examples of prints from traditional Japan	A	A
34	to interpret the Tea Ceremony as a product of Taoism and Zehnism	B,D,E,F	B
35	to identify a primary source on Japan today	A,B,D,E,F	B
	to list the major changes in Japan from 1945 to 1965 as discussed in the Aug. 14, 1965 issue of the **ASAHI EVENING NEWS**		
36	to identify the major turning points in the development of modern Japan	C	D
37	to acquire data as to Japan's current population, gross national products, production by major industries and trade with the world	A	A
38	to contrast and compare traditional and modern Japan according to the model of traditional and modern society	D	B
39	to interpret the film **ARTS OF JAPAN** as an example of cultural empathy by an American for the arts of Japan	A,B,E,F	A
40	to identify a primary source on Japan today	A,B,C,E,F	B
	to contrast and compare the article "Young Japan Views Uncle Sam" to the August 14, 1966 issue of the **ASAHI EVENING NEWS** as to the views of Japanese today		
41	to determine which of 20 generalizations on India are true and which are false	C,E	B,C,D
42	to portray India of 1800 as traditional society	A,C	A
43	to outline the major ideas of Hinduism and Buddhism	D	A
44	to identify an Indian perspective according to an interview with a representative Indian	A,B,E,F	A
45	to identify a primary source on India	A,B,C,E,F	B
	to evaluate sources in order of usefulness for information on topics relating to the non-Western world		

46	to place on a timeline the major events in the development of modern India	C	D
47	to distinguish Nehru as man and symbol of modern India	A,C	A,B
48	to contrast and compare traditional and modern India according to the article entitled "India is Centuries Away"	C	B
49	to identify an American perspective on India according to the article entitled "India is Centuries Away"	C	D
50	to express in writing the student's knowledge of China, Japan, and India	D,E	B
51	to define the term "tropical Africa"	A	A
	to interpret the film **TROPICAL AFRICA** as an illustration of an area changing from a traditional to a modern society		
52	to locate the independent nations, their capitol cities, and major bodies of water on an outline map of Africa	D	C
53	to identify the attraction of Africa to the West and the impact of the West on Africa	D	C
54	to express in writing the student's knowledge of the map of Africa	B,D	C
55	to identify a secondary source on Africa	A,B,C,E,F	B
	to contrast and compare the American view of Africa as illustrated in **AFRICAN REPORT** and the African view of American as indicated in the article "What Passes for News in Africa"		
56	to place on a timeline the major historical features of Ethiopia	D	A
57	to identify the leader of Ethiopia	D	A
	to list the major characteristics of Ethiopia today		
58	to contrast and compare Ethiopia according to the model of traditional and modern society	D	B
59	to differentiate between two primary sources on Ethiopia	B,C,D,E,F	B
60	to outline the political future of Africa according to the article "Forecast for Africa"	A,B,C,E,F	B
	to recognize the dominant party structure and ideologies shared by most African nations		
61	to characterize Nigeria as a nation undergoing change from a traditional to a modern society	A	A
62	to outline the major features unique to Nigeria as an African nation	C	C,D
63	to define the term "underdeveloped nation"	A,C	A
	to list the major economic goals of Nigeria		

64	to identify an American perspective on Nigeria according to a Peace Corps Volunteer assigned to Nigeria	A,B,C,E,F	A
65	to recognize **CURRENT HISTORY** as a source of information on Africa to summarize an article from **CURRENT HISTORY** on Africa	A,B,C,E,F	B
66	to place on a timeline the major events in the history of the Democratic Republic of the Congo	D	C,D
67	to define the term "tribe" to distinguish family clan from tribe in the Congo	A	A
68	to interpret a case study on tribalism in the Congo as an illustration of the conflict between tribalism and nationalism	C	B
69	to analyze loneliness as a possible character-type resulting from a conflict between traditional and modern society	B,C,E,F	B
70	to recognize **CURRENT BIOGRAPHY** as a source of information on the leaders of Africa to summarize an article from **CURRENT BIOGRAPHY** on African leaders	A,B,C,D,E,F	B
71–72	to express in writing and orally the student's point of view on Asia and Africa	A,B,E,F,G	A, B
73	to define the term "Afro-Asian bloc" to list member nations of the Afro-Asian bloc	A,D	A,B,C
74	to identify the non-Western view of the West to define the "heart of the matter" according to Vera Micheles Dean	C,E,F	B
75	to recognize **TIME** as a source of information on the non-Western world to summarize the cover stories of African and Asian leaders which have appeared in **TIME**	A,B,C,E,F	B
76	to list the foreign policy alternatives for the United States toward the non-Western world	A,C,E	A,B
77	to differentiate goals, strategy, and tactics in the making of a foreign policy to outline the foreign policy making apparatus in the United States	C	A
78	to list the principles of defense followed by the United States according to Temple Wanamaker's **AMERICAN FOREIGN POLICY TODAY**	C,D	C
79	to contrast and compare the foreign aid programs of the United States, the U.S.S.R., and Communist China in selected African and Asian nations	C,D	A,C
80	to cite a current example of actions of the United Nations	C,E,F,G	B

	to discuss, in groups, possible solutions to simulated problems facing the United Nations		
81	to identify democratic nations in the Afro-Asian world	C	B
	to identify the allies of the United States in the Afro-Asian world which are democratic		
82	to identify the authoritarian nations in the Afro-Asian world	C	B,C
	to recognize the dominant ideology in the Afro-Asian world		
83	to identify the totalitarian nations in the Afro-Asian world	C.D	B
	to analyze the Sino-Soviet rift as a dispute between totalitarian nations		
84	to interpret the film ' Why Vietnam" as an example of the United States government's point of view as to our involvement in Vietnam	A,E	A,B
85	to interpret the articles entitled "Vietnam: A Communist View" as examples of the Communist point of view as to our involvement in Vietnam	A,C,E	B
	to contrast and compare the two points of view on Vietnam		
	to evaluate United States foreign policy alternatives in Vietnam		
86–89	to express in writing and orally the student's point of view in regard to the United States involvement in the non-Western world	A,B,E,F,G	B
90	to express in writing the student's knowledge of the Nigeria, Ethiopia, the Democratic Republic of the Congo, Ideology in the non-Western world, and American foreign policies in Asia and Africa	E	B

Skills to Be Developed

General Skills

A. Locating information by:

1. Using history, geography, and social science books by:
   a. using title as a guide to contents.
   b. using a table of contents, title page, copyright date, glossary, appendix, map lists, illustration lists.
   c. using bibliographies.
2. Using encyclopedias and other reference books. For example, the **WHO'S WHO, WORLD ALMANAC, INFORMATION PLEASE ALMANAC, STATESMAN'S YEARBOOK.**
3. Using dictionaries by:
   a. using guide words.
   b. learning correct pronunciation of a word.
   c. cnderstanding syllabication.
   d. Choosing the appropriate meaning of the word for the context in which it is used.
   e. noting historical usage of words.
4. Using newspapers and periodicals by:
   a. recognizing these materials as sources of information.
   b. selecting important news items pertinent to class activities.
   c. learning the organization of a newspaper.
   d. learning about the sections of the newspaper.
   e. recognizing the differences in the purpose and coverage of different newspapers and magazines.
   f. using the **READER'S GUIDE TO PERIODICAL LITERATURE.**
5. Using the card catalog in the library by:
   a. locating appropriate history, geography, biography, and social science books.
   b. using the call numbers.
   c. noting information on author card, such as author, publisher, date of publication, number of pages, illustrations, and annotations.
6. Using field trips and interviews by:
   a. identifying the purpose of the field trip or interview.
   b. planning procedures, questions to be asked, things to look for.
   c. finding acceptable ways to open and close an interview.
7. Using audio-visual materials (films, filmstrips and recordings, catalogs and bibliographies).

B. Organizing information by:

1. Selecting the main ideas and supporting facts.
2. Selecting answers to questions from material heard, viewed or read.
3. Taking notes, making a record of the source by author, title and page.
4. Classifying persons, places, areas, events, ideas, principles under main headings or in categories.
5. Composing titles for investigative papers, pictures, graphs, maps, charts.
6. Making simple and detailed outlines of material heard, viewed or read.
7. Writing a summary of main points of materials heard, viewed or read.
8. Writing a table of contents.
9. Writing a bibliography.

C. Acquiring information by:

1. Reading with a purpose to:
   a. gain a general impression of an area of place of an historical period, of an event, of a person, an idea, a principle.
   b. locate specific information regarding a place or an area, an historical period, an event, a person, an idea, a principle.
   c. select statements that are pertinent to the topic being studied; by making use of:
      (1) headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas.
      (2) italics, marginal notes, and footnotes.
      (3) notes taken from reading.

D. Interpreting information by:

1. Interpreting pictorial materials to:
   a. recognize these materials as sources of information.
   b. distinguish between types of pictorial material, recognize the advantages of each, and recognize the need for objectivity in interpretation.
   c. note and describe the content of the material, both general and specific.
   d. interpret by applying related information, and use the material as one basis for drawing conclusions.
2. Interpreting cartoons to:
   a. recognize these materials as expressing a point of view and interpret the view expressed.
   b. note and interpret the common symbols used in cartoons.
3. Use of study charts to:
   a. understand the steps in development indicated.
   b. trace the steps in the process shown.
   c. compare sizes and quantities.
   d. analyze the organization or structure.
   e. identify elements of change.
4. Use of study graphs and tables to:
   a. understand the significance of the title.
   b. determine the basis on which the graph or table is built and the units of measure involved.
   c. interpret the relationships shown.
   d. draw inference based on the data.
5. Constructing simple graphs, charts, tables, and other pictorial materials (including cartoons).
6. Relating information derived from pictures, charts, graphs, and tables with that gained from other sources.
7. Translating information into another form.
8. Comparing information, noting similarities and differences between persons, places, areas, events, ideas, and principles.
9. Discovering relationships among persons, places, areas, events, ideas, and principles.
10 Discovering relationships among quantitative items.

E. Evaluating information by:

1. Distinguishing between fact and fiction, opinion and judgment.
2. Comparing information about a topic drawn from two or more sources.
3. Examining reasons for contradictions, or seeming contradictions, in information.
4. Examining material for consistency, reasonableness, and objectivity.
5. Considering which source of information is more acceptable.
6. Noting the author's background and purpose.

F. Expressing knowledge, ideas, opinions and judgments in:

1. Speech by:
   a. developing an adequate vocabulary, with attention to terminology used in history and the social science.
   b. pronouncing words correctly and enunciating clearly.
   c. using complete sentences.
   d. preparing and using notes in presenting oral reports.
   e. using authentic and accurate materials, through:
      (1) class recitation question and answer periods.
      (2) teacher-directed discussions.
      (3) student-led discussions.
      (4) individual oral reports.
      (5) panels and symposiums.
      (6) simulation activities.
2. Writing by:
   a. developing an adequate vocabulary, with attention to terminology used in history and the social sciences.
   b. locating, acquiring, and organizing information around a clearly defined topic.
   c. writing independently, avoiding copying from references.

d. citing references for quoted material.
e. using acceptable grammar and punctuation, through:
(1) study guides, worksheets, and workbooks.
(2) investigative papers.
(3) letters, editorials, journals, and diaries.
(4) tests, objective and essay.

G. Working with others by:

1. Respecting the rights and opinions of others.
2. Understanding the need for rules and the necessity for observing them.
3. Taking part in making the rules needed by the group.
4. Accepting the role of leader or follower, as the situation requires.
5. Profiting from criticism and suggestions.
6. Distinguishing between work that can be done most efficiently by individuals and that which calls for group effort.
7. Using the rules of parliamentary procedure when needed.

Specific Skills

A. Reading social studies materials by:

1. Understanding an increasing number of social studies terms.
2. Learning abbreviations commonly used in social studies materials.

B. Applying problem-solving skills to social issues by:

1. Recognizing that a problem exists.
2. Defining a problem for study.
3. Reviewing or recalling known information about the problem.
4. Planning how to study the problem.
5. Locating, acquiring, organizing, and recording information.
6. Interpreting and evaluating information.
7. Summarizing and drawing tentative conclusions.
8. Recognizing the need to change conclusions when new information warrants.
9. Recognizing areas for further study.

C. Development of globe skills by:

1. Locating information on maps and globes by:
a. recognizing places and areas studied on regional, world, and special purpose maps.
b. recognizing land and water masses on a globe and on a variety of maps--physical, political, special purpose maps.
c. identifying on a globe and on a map of the world the equator, tropics, circles, continents, oceans, large islands.
2. Acquiring information on maps and globes by reading with a purpose by:
a. locating a specific place.
b. gaining a general impression as to size, shape, and physical features of an area.
c. finding answers to specific questions.
3. Organizing information obtained from reading maps and globes by:
a. selecting answers to questions.
b. classifying places, areas, physical features.
c. planning a trip using distance, direction, and locations.
d. noting factors which determined the location of cities.
e. noting factors which helped to determine natural boundaries.
f. noting factors which helped to determine cultural activities.
g. noting information contained on two or more special purpose maps.

4. Interpreting information obtained from reading maps and globes by:
   a. using cardinal and intermediate directions in working with maps;
   b. using relative terms of location and direction.
   c. using the compass to determine direction.
   d. orienting desk outline, textbook maps, atlas maps correctly to the north.
   e. using parallels and meridians in determining directions.
   f. using different map projections to learn how the pattern of meridians and that of parallels differ.
   g. relating low latitudes to the equator and high latitudes to
   h. translating abbreviations commonly found on maps.
   i. using map vocabulary key accurately.
   j. using longitude and latitude in locating places on wall maps.
   k. identifying the time zones of the United States and relating them to longitude.
   l. using the International Date Line and computing time problems of internation travel and communication.
   m. using two or more maps to gather information about the same area.
   n. recognizing the location of major cities of the world with respect to their physical setting.
   o. recognizing the relationship between physical features and cultural activities.
   p. tracing routes of travel by different means of transportation.
   q. reading maps of various types which show elevation.
   r. using scale and computing distances by:
      (1) using small objects to represent large ones.
      (2) comparing actual length of a block or a mile with that shown on a large-scale map.
      (3) determining distance on a map by using a scale of miles.
      (4) comparing maps of different size of the same area.
      (5) comparing maps of different areas to note a smaller scale must be used to map larger areas.
      (6) computing distance between two points on maps of different scale.
      (7) comparing distance between two familiar places with distance between two unfamiliar places.
      (8) estimating distances on a globe using latitude or great circle routes.
   s. using map symbols and visualizing what they represent by:
      (1) understanding that real objects can be represented by pictures or symbols on a map.
      (2) using legends on different kinds of maps.
      (3) identifying the symbols used for water features.
      (4) studying color contour and visual relief maps.
      (5) determining elevation of the land from the flow of rivers.

5. Evaluating information by:
   a. comparing information on maps and globes with that obtained from other sources.
   b. determining which map is suited for a particular purpose.

6. Applying map and globe skills, where appropriate, to problem-solving of social issues by:
   a. using information obtained from maps and globes to recognize that a problem exists.
   b. using information obtained from maps and globes to define social problems.
   c. reviewing information obtained from maps and globes related to the problem.
   d. locating, acuqiring, and organizing information obtained from maps and globes related to the problem.
   e. interpreting and evaluating information obtained from maps and globes related to the problem.

7. Expressing knowledge, ideas, opinions and judgments by constructing maps, using outline maps and/or student drawn maps which:
   a. are properly oriented as to direction.
   b. show location.
   c. use map legends and distance key.
   d. illustrate physical and cultural features.
   e. illustrate the knowledge and use of an adequate vocabulary.

D. Development of skills related to time and chronology by:

1. Locating information by:
   a. recognizing different time devices (calendar, schedules, time lines) as sources of information.
   b. recognizing history texts, encyclopedias, almanacs, newspapers, periodicals as sources of information.

2. Acquiring information by reading with a purpose by:
   a. skimming to find a particular date.
   b. identifying a specific date and/or event.
   c. gaining a general impression of the length of a chronological period.
   d. finding answers to specific questions related to dates and/or events.

3. Organizing information by:
   a. listing dates-events at points of orientation in time.
   b. using a cluster of date-events to establish time relationships.

4. Interpreting information by:
   a. using the calendar to find dates of special events and to determine the length of time between important dates.
   b. associating seasons with particular months in both northern and southern hemispheres.
   c. understanding the system of time zones as related to the rotation of the earth.
   d. comprehending the Christian system of chronology--B.C. and A.D.
   e. comparing the Christian system of chronology with other systems.
   f. Comparing the length of chronological periods with familiar time spans.
   g. using definite and indefinite time expressions.

5. Evaluating information by:
   a. comparing information regarding time and chronology from two sources of information.
   b. determining the most appropriate source of information regarding date-events and time relationships.

6. Applying time and chronological skills to problem-solving of social issues.

7. Expressing knowledge, ideas, opinions, and judgments by:
   a. using correct dates in oral discussions and reports.
   b. constructing time lines and chronological tables.
   c. including statements in oral and written work, where appropriate, relating the past to the present.
   d. including generalizations in oral and written work, where appropriate, about time in studying the development of human affairs.

LESSON PLANS

Introduction

Topic 1: Course Outline and Procedures

A. Objective:
   1. Describe the approach to work.
   2. Note the nations to be studied.
   3. Inform students as to the requirements of the class.

B. Teaching Techniques:
   1. Teacher-led discussion, utilizing the teacher's name as a foreign name and tracing its cultural derivation.
   2. Asking students for their impressions of Asia and Africa.
   3. Identification of the approach by use of a metaphor of cultural classes.
   4. Locating the nations to be studied on a wall map.
   5. Requiring students to submit a brief written impression of Asia and Africa for the following class period.

C. Content Outline:
   1. Nature of the course:
      a. approach
      b. course outline
      c. class requirements
   2. Intercultural Understanding:
      a. attitude as a key to intercultural understanding.
      b. images as the content of intercultural understanding.
      c. knowledge as the content of international understanding.
      d. tools of analysis:
         (1) culture: traditional vs. modern society
         (2) ideology: democracy – authoritarianism – totalitarianism
      e. current sources of information:
         (1) authority of available source material: current magazines, Asia and African sources.

D. Comments:
   1. Ditto copies of the course outline and class requirements would be helpful to students.
   2. Time should be allotted for distribution of text material, if necessary.
   3. Assignment should be made at the close of period.

E. Instructional Materials:
   1. Ditto copies of the course outline and class requirements.
   2. Textbooks for distribution if not previously acquired by the students.

Topic 2: Impressions of Asia and Africa

A. Objective:
   1. Determine student impressions of Asia and Africa.

B. Teaching Techniques:
   1. Call for student response as to their impressions of Asia and Africa.
   2. Discuss the student responses, asking students to contrast and compare each other's impressions.
   3. Determine students' reactions to myth or fact about Africa by use of a checklist.

C. Content Outline:
   1. Images of Asia and Africa.
   2. Africa, myth or fact?

D. Comments:
   1. Raise the question as to the validity of the myth or fact of Africa – specifically questioning the evidence supporting the student's opinion and the source of information available to help students answer the question of validity.
   2. The checklist is rather biased toward myth rather than fact; however, it will serve to focus on several myths which students might possibly hold.
   3. The "myths" are drawn from Leonard Kenworthy **STUDYING AFRICA**, (New York: Columbia, 1965) pp. 8–10.

E. Instructional Materials:
   1. Checklist: Africa, Myths or Facts.

Topic 3: *Terra Incognita*

A. Objective:
   1. Identification of the term *terra incognita.*
   2. A contrast and comparison of the *terra incognita* of Marco Polo and the 20th century.
   3. A survey of Africa and Asia in the news.
   4. Introduction of the text.

B. Teaching Techniques:
   1. Identification of the *terra incognita* by use of slides.
   2. Definition of the term *terra incognita* as used by Marco Polo and Vera Micheles Dean.
   3. Discuss the importance of Asia and Africa today.
   4. Note on the chalkboard the areas to be studied and locate on a wall map.
   5. Distribute copies in the timeline for reference use.
   6. Teacher commentary as to the authority of the text as a source of information.

C. Content Outline:
   1. Identification of *terra incognita*.
      a. according to Albert Bettex, **THE DISCOVERY OF THE WORLD**, (New York: Simon & Shuster, 1960).
      b. according to Dean: peripatetic, diverse, undeveloped, under the Colonial rule of the West, newly independent, strong leadership, illiteracy, a revolution of rising expectations, need for assistance, necessity for neutrality, and importance in current history.
   2. The *terra incognita*:
      a. the land of Bandungia (1964).
      b. Marco Polo's *terra incognita* vs. our *terra incognita*.
   3. Timeline for the *terra incognita*.
   4. Africa and Asia in the news:
      a. the death of Albert Schweitzer.
      b. renewed fighting between Pakistan and India.
      c. military take-over in Nigeria and the Congo.
      d. war in Vietnam.
      e. the Earth According to Ptolemy, Ebstorf Map.
      f. Marco Polo in Pepperland, Quinsay.
      g. Pax Tartarica, Cathay.
      h. Africa according to Germanus (1492).
      i. Africa according to Diaz (1497).
      j. the Retreat of Colonialism in the World (Hammond).
   5. Authority of the text:
      a. citation information, Vera Micheles Dean, The Nature of the **NON-WESTERN WORLD** (New York: New American Library, 1963).
      b. author information: a former editor of the Foreign Policy Bulletin, former Research Director, Foreign Policy Association, and a teacher at the University of Rochester.
      c. specific use of the text: based on an introductory course of the non-Western Civilization Program at the University of Rochester.
      d. publisher's information: a revised edition, first published in 1957, a Mentor book, MT-580, and priced at 75 cents.
      e. usefulness for study of foreign areas: an authoritative, narrative description of Asia and Africa, but unsupported, weak on Africa, and dated materials.

D. Comments:
   1. In order to direct student's attention to the term *terra incognita* and areas in the non-Western world in the news, a projectual is preferable.
   2. In order to demonstrate Marco Polo's world, or the then-current view of Asia and Africa, use of the opaque projector with the book, **THE DISCOVERY OF THE WORLD**, would greatly enchance the class period.
   3. Students' response in the discussion of significant happenings in the immediate past will vary.

E. Instructional Materials:
   1. Dean, Introduction, **NATURE OF THE NON-WESTERN WORLD** (New York: New American Library, 1957).
   2. Bettex, **THE DISCOVERY OF THE WORLD** (New York, Simon-Shuster, 1960).
   3. Opaque projector.

Topic 4: Attitude Survey

A. Objective:
   1. Determination of the attitude of the class towards the non-Western world.

B. Teaching Techniques:
   1. Use of a survey device.

C. Content Outline:
   1. United States in hypothetical international situations.

D. Comments:
   1. Allow ample time for students to complete the survey. Average length of completion for the survey is 40 minutes.
   2. In the survey a prefer/most-prefer choice is used to determine the attitude of students towards the United States in international situations.
   3. The survey does not have any external norms; thus, it is usable only in class.

E. Instructional Materials:
   1. Survey.

Topic 5: Community Sources of Information

A. Objective:
   1. Demonstration of the organization of newspaper.
   2. Analysis of the newspaper as a source of news.
   3. A preview of the sources of news available for the Foreign Studies class.

B. Teaching Techniques:
   1. Demonstrate the make-up of a newspaper.
   2. Identify the special sections, such as the front page, editorial, features, and wire agencies used.
   3. Outline the organization of a news article.
   4. Ask for student reports as to impressions of local newspapers.
   5. Utilize slides of the sources to be read during the semester's work.

C. Content Outline:
   1. Organizations.
   2. Special features.
   3. Names of columnists.
   4. Wire agencies.
   5. Organization of a news article.
   6. Student reports.

D. Comments:
   1. Students should be encouraged to comment on their impressions of the newspaper specifically as to the summary of an article, why a particular article was chosen, the wire agency utilized in the article, and the student's impressions of the newspaper.
   2. Actual issue of the newspaper under discussion would be helpful in the demonstration. Students should be directed to follow their own copies of newspapers, and to the organization of special features of the newspapers.
   3. The slides are of the covers or title page of each source. If slides on source information as to the non-Western world are not available, a projectural or chalkboard could be used to list sources to be used later in the semester's work.

E. Instructional Materials:
   1. A current issue of local newspaper, such as the Cedar Falls **DAILY RECORD**, and/or the **WATERLOO COURIER** in sufficient numbers for each class member.
   2. Slides on source of information to be used in the Foreign Studies class.

Topic 6: Concept of Culture

A. Objective:
   1. Develop a "working definition" of the concept of culture.

B. Teaching Techniques:
   1. Class reading of the article, "The Concept of Culture".
   2. Noting on the chalkboard, a definition of the term "culture".
   3. Discussion of examples of American culture.
   4. Teacher generalization in class and to the concept of culture.

C. Content Outline:
   1. Definition of culture.
   2. The elements of a culture: idea, activity, and artifacts.
   3. Fulcrum of culture.
   4. Characteristics of culture.
   5. Examples of American culture.

D. Comments:
   1. Dittoed copies of the article would be helpful to the class.
   2. The various definitions for culture can be abstracted from a current Anthropology text, or from Pertti Pelto **THE STUDY OF ANTHROPOLOGY** (Columbus, Ohio: Merill, 1965).

E. Instructional Materials:
   1. Dittoed copies of the article "The Concept of Culture".

Topic 7: Intercultural Insight

A. Objective:
   1. Examination of literary examples of intercultural insights.

B. Teaching Techniques:
   1. Reading in class of literary examples of intercultural insight.
   2. Analysis of the basic ideas of each example utilizing group discussion.
   3. Application of a concept of culture to each example.

C. Content Outline:
   1. Examples of intercultural insight:
      a. "Tommy and Dee Dee".
      b. "Some Children Are".
   2. Analysis of the examples.
   3. Application of the concept of culture.

D. Comments:
   1. Dittoed copies of the examples would be helpful.
   2. Upon conclusion of each group analysis of the examples, encourage the students to analyze the other examples, and report back to class.
   3. Application of the concepts of culture to enable students to understand the concepts is crucial to the success of the day's study.
   4. The examples are drawn from Pertti Pelto **IBID**.

E. Instructional Materials:
   1. Dittoed copies of the examples of intercultural insights.

Topic 8: Many Centuries in One

A. Objective:
   1. Analysis of the relationship of time to culture.
   2. Critique of the basic assumption that the 20th Century is many centuries in one.

B. Teaching Techniques:
   1. Note a sample date on the chalkboard, then place in different time systems.
   2. Drawing of different time systems on a projectual.
   3. Discuss two examples of literary descriptions of time.
   4. Conclude as to Dean's point of view.

C. Content Outline:
   1. A sample date: September 13, 1965.
   2. Elements: religious, character, variety, interpretations.
   3. Literary examples:
      a. T. S. Eliot's **BURNT NORTON**
      b. John Hersey's **A SINGLE PEBBLE**.
   4. Dean's point of view:
      a. many centuries in one.
      b. the task of the West is to share its wealth with the world – The 20th Century as a century of everyman.

D. Comments:
   1. Using the sample date, note the date in its full citation – for example, September 13, 1970, A.D. Raise the question of the meaning of A.D. Then lead the discussion of the day.
   2. The literary examples express in words differing interpretations of time.
   3. Variation of this expression or time system would be by the use of algebraic symbols.

E. Instructional Materials:
   1. Literary examples of time.
   2. Vera Micheles Dean's **NATURE OF THE NON-WESTERN WORLD** (New York: Mentor, 1953) Chapter I.

Topic 9: Time and the Non-Western World

A. Objective:
   1. Analysis of the realtionship of time to the non-Western world.
   2. Critique of a corollary assumption that the non-Western world is fixed in time.

B. Teaching Techniques:
   1. Use of the chalkboard to indicate two clocks set for 1400 and 1970, A.D.
   2. By the clocks, list the factors which account for the differences in time.
   3. Describe the task and opportunity for the West according to Dean.
   4. Raise the question as to the validity of the corollary assumption of Dean.

C. Content Outline:
   1. Time in the West and in the non-West.
   2. Factors accounting for the differences in time, such as economic and scientific developments, specifically the rise of modern industry, rapid development of science, growth of towns, rise in the middle class, emergence of the modern state, a new economic system, exploration, development and weapons, industrialization, democracy, individualism and social reform.
   3. Task and opportunity:
      a. to see the non-Western world through its eyes.
      b. to share our knowledge and skill to ease the transition of the non-Western world into the 20th century.

D. Comments:
   1. The content is drawn from Dean, Chapter I.
   2. As to the past of the West, caution must be observed so as not to force the student into an ethical corner. Dean's previous comments border on speculation, but her clarion call to share is a distinctly medieval religious call to everyman.

E. Instructional Materials:
   1. Vera Michele Dean's **NATURE OF THE NON-WESTERN WORLD**. (New York: Mentor, 1963) Chapter I.

Topic 10: World Sources of Information

A. Objective:
   1. Review the usefulness of **ATLAS** and **WORLD NEWS OF THE WEEK**, for information on the non-Western world.
   2. Survey students' generalizations as to the character of the world's population.

B. Teaching Techniques:
   1. Ask for student reports as to their impressions of the world sources of information.
   2. Differentiate the qualities of each source.
   3. Survey student generalizations and the character of the world's population by multiple choice device.
   4. Conclude by discussion on current events in the non-Western world.

C. Content Outline:
   1. Student reports.
   2. Differentiation of sources:
      a. a primary source such as **ATLAS**.
      b. b secondary source such as the **WORLD NEWS OF THE WEEK**.
   3. Survey.

D. Comments:
   1. In differentiation of sources, the individual qualities of each publication, the primary and secondary qualities of each publication are to be demonstrated.
   2. The survey is brief. Estimated time of completion is ten minutes. Use of the Edex would permit immediate analysis of results.
   3. An alternative source in the Readers World Library.

E. Instructional Materials:
   1. Current issues of **ATLAS** and **WORLD NEWS OF THE WEEK**.
   2. Dittoed copies of the survey "Character of the World's Population".

Topic 11: Nature of Ideology

A. Objective:
   1. Develop a working definition of the concept of ideology.

B. Teaching Techniques:
   1. Deduction instruction utilizing a definition from Gibson **IDEOLOGY AND WORLD AFFAIRS.**
   2. Initial description of the three models of ideology.
   3. Discussion with the class of the nature of ideology based upon their assigned reading of Gibson's **IDEOLOGY AND WORLD AFFAIRS.** Chapter I.
   4. Use of projectuals for identification of the three models of ideology and specific examples of ideologies in practice.

C. Content Outline:
   1. Definition of ideology:
      a. ideology as a way of governing.
      b. ideology as a way of life.
      c. ideology as a guide to political action.
   2. The three ideologies.
   3. Examples of each ideology.

D. Comments:
   1. For purposes of this instructional period, the definition of ideology is to be drawn by the teacher from student suggestions based on the reading of Gibson.
   2. Model of instruction may be new to the students; if so, the teacher should comment as to their usefulness and validity.
   3. A caution is to be observed as to the use of the diagrams from Gibson noting examples of ideologies in practice. Examples noted may not be currently accurate.

E. Instructional Materials:
   1. John Gibson, **IDEOLOGY AND WORLD AFFAIRS** (Boston: Mifflin, 1965) Chapter I.
   2. Projectuals.

Topic 12: The Three Ideologies

A. Objective:
   1. Differentiation of the ideologies of democracy, authoritarianism and totalitarianism.

B. Teaching Techniques:
   1. Deductive instruction utilizing definition from Gibson and his description as to the content of the three models of ideology.
   2. Use of projectuals for identification of the three models of ideology.
   3. Discussion with the class as to differences among the three models.

C. Content Outline:
   1. The three ideologies:
      a. democracy.
      b. authoritarianism.
      c. totalitarianism.
   2. Contrast and comparison:
      a. democracy as a way of life, a way of governing, as a guide to political action.
      b. authoritarianism as a way of life, a way of governing, as a guide to political action.
      c. totalitarianism as a way of life, a way of governing, as a guide to political action.

D. Comments:
   1. A teacher-led discussion is preferable in order to inform the students correctly of a common definition of ideology and the model of ideology.
   2. The key elements in ideology for comparative purposes are three: the degree of freedom within a society, the definition of the will of the people, and the limitations placed upon the national government. Reference should be made to these keys in the discussion.

E. Instructional Materials:
   1. John Gibson, **IDEOLOGY AND WORLD AFFAIRS** (Boston: Mifflin, 1965) Chapter I.
   2. Projectuals.

Topic 13: Individual Freedom and Social Coercion

A. Objective:
   1. An examination of the degree of individual freedom and social coercion in society according to categories of behavior.

B. Teaching Techniques:
   1. An inductive approach making use of a spectrum and topical classification of categories of behavior and placed on a spectrum.
   2. Use of projectuals for leading class discussions.
   3. Group discussion of each category.
   4. Generalizations as the degree of freedom in different societies.

C. Content Outline:
   1. Individual freedom and social coercion.
   2. Reclassification of numbered items by restrictive phrases.
   3. Generalization as to individual freedom and social coercion within a society.
   4. Categories of behavior.

D. Comments:
   1. The spectrum and examples are drawn from Howard Mehlinger, **TOTALITARIANISM AN INDUCTIVE APPROACH** (Washington, D.C.· National Council for the Social Studies, 1965).
   2. Ample time should be allowed for the groups to reach a consensus. Time may not be available in one period for use of reclassification scheme.

E. Instructional Materials:
   1. Worksheets of "individual freedom and social coercion" and "reclassification scheme".

Topic 14: Ideology and Foreign Policy

A. Objective:
   1. Trace the relationship of ideology between foreign policy.

B. Teaching Techniques:
   1. Deductive instruction utilizing comments in Gibson **IDEOLOGY AND WORLD AFFAIRS**.
   2. Descriptive analysis of the foreign policy of each ideology.
   3. Discussion with the class as to the relationship of ideology and foreign policy.
   4. Use of a chalkboard for a comparison of totalitarianism vs. democracy in regard to each ideology's foreign policy.
   5. Survey current examples of foreign policies of different ideologies.

C. Content Outlines:
   1. Relation of ideology and foreign policy.
   2. Goals of a nation's foreign policy.
   3. Foreign policy of the three ideologies.
   4. Totalitarianism vs. democracy.
   5. Current examples.

D. Comments:
   1. Teacher direction is essential for the students to see clearly the relationship between ideology and foreign policy.

E. Instructional Materials:
   1. John Gibson, **IDEOLOGY AND WORLD AFFAIRS** (Boston: Mifflin, 1965).

Topic 15: Regional Sources of Information

A. Objective:
   1. Examination of a regional source of information.
   2. Orientation of the students to the 15 superior newspapers in the United States.

B. Teaching Techniques:
   1. Call for students' response as to their initial impressions of the Des Moines **REGISTER** as a regional source of information.
   2. Note the special features of the Des Moines **REGISTER.**
   3. Brief commentary on the 15 superior newspapers in the United States.

C. Content Outline:
   1. Student reports.
   2. Features of the Des Moines **REGISTER.**
   3. The 15 superior newspapers in the United States.

D. Comments:
   1. Historical interest in the Des Moines **REGISTER** could be heightened by use of a slide set **HISTORY AS RECORDED BY NEWSPAPERS** which is available from the Des Moines Register General Office.
   2. Also available from the **REGISTER,** are reprints of various articles relating to the non-Western world.
   3. The 15 superior newspapers were determined by polls taken by **PRACTICAL ENGLISH** in 1960.

E. Instructional Materials:
   1. Current issue of the Des Moines **REGISTER** in classroom quantities.

ASIA

Topic 16: Asia

A. Objective:
   1. Identification of the major geographic and political features of Asia.

B. Teaching Techniques:
   1. Use of a projectual of Asia to illustrate the geographic and political characteristics of Asia.
   2. Direct students to identify the major bodies of water, the major independent states and capital cities of each state and indicate by color the alliance systems of the United States and Communist China on an outline map of Asia.
   3. Work in class on the map of Asia.

C. Content Outline:
   1. Asia, geographic and political features.
   2. Maps of Asia.

D. Comments:
   1. In using an outline map, a key of letters representing bodies of water and numbers representing nations is recommended. Use of the full names of bodies of water and nations would make the map extremely difficult to read. Also preferable is labeling of the map in ink or colored pencil, thus avoiding the problem of a smeared map.
   2. An excellent source of information on newly independent states is a pamphlet, **PROFILES OF NEWLY INDEPENDENT STATES** available from the United States Government Printing Office, Washington 15, D.C.
   3. A list of nations in Asia would be helpful for the students.

E. Instructional Materials:
   1. Projectual of the map of Asia.
   2. Dittoed copies of the map of Asia.
   3. A dittoed list of nations in Asia as a guide for students to complete the map.

Topic 17: Ganges: Sacred River

A. Objective:
   1. Illustrate the cultural significance of a geographic feature in Asia.

B. Teaching Techniques:
   1. Use of a film, **GANGES: A SACRED RIVER**.
   2. Discussion of the film.

C. Content Outline:
   1. Film.
   2. Discussion.

D. Comments:
   1. The film is an NBC Television News Special.
   2. The informational content of the film may be overwhelming for students who have had no previous study of India. Thus, students are directed to visual rather than the verbal qualities of the film.

E. Instructional Materials:
   1. Film: **GANGES: SACRED RIVER**, available from the Encyclopedia Britannica.

Topic 18: Map of Asia

A. Objective:
   1. Completion of the map of Asia.

B. Teaching Techniques:
   1. A work-study period for completion of the map.
   2. Individual conferences with students as to the work thus far completed in the class.
   3. Review of student's map by use of a projectual and group response in identification of the area of Asia.

C. Content Outline:
   1. Work on the map.
   2. Review of the map of Asia.

D. Comments:
   1. Having assigned the map several days previously, students' maps would be rather close to completion. Specific problems of students will be apathy, lack of a consistent pattern of identification, omission of a key, and difficulty in coloring accurately the alliance systems of the United States and Chinese People's Republic.
   2. The projectual is a reproduction of the student's map. The teacher's identification of each area is to be by letter or number, with the group response as to the correct label for the body of water, nation, or capital city.
   3. An alternative activity is use of a filmstrip on Asia from the New York **TIMES**.

E. Instructional Materials:
   1. Projectual of the individual map of Asia.

Topic 19: Quiz

A. Objective:
   1. Evaluation of the student's knowledge of Asia.

B. Teaching Techniques:
   1. A quiz over the map of Asia.
   2. Use of projectual of Asia.
   3. Scoring of quiz in class, and discussion of the items missed on the quiz.

C. Content Outline:
   1. Introduction to the quiz.
   2. Quiz.
   3. Scoring and discussion of the quiz.

D. Comments:
   1. The quiz is to be administered with use of a projectual.
   2. Projectual design will follow the quiz questions. However, a different key is to be utilized than the one previously used in class.
   3. Quiz questions and answers are to be given orally twice by the teacher.

E. Instructional Materials:
   1. Quiz on Asia.
   2. Projectual for use with the quiz.

Topic 20: National Sources of Information

A. Objective:
   1. Review the technical features of a newspaper.
   2. Examination of national source of information.

B. Teaching Techniques:
   1. Use of slides from the Iowa State Educational Association to illustrate the technical features of a newspaper.
   2. Student's reports from the New York **TIMES**.
   3. Discussion of the New York **TIMES** a a national newspaper.
   4. Contrast and comparison of the New York **TIMES** and the Des Moines **REGISTER**.

C. Content Outline:
   1. Technical features of a newspaper.
   2. The New York **TIMES** as a national newspaper.
   3. The New York **TIMES** and the Des Moines **REGISTER**.

D. Comments:
   1. The slides are available from the Iowa State Educational Association.
   2. Request the librarian to place Section 4 of the Sunday edition of the New York **TIMES** for a special cumulative reserve to be used by the Foreign Studies Class. Within a year an excellent source of current resource material would be available for any student wishing to do a current events project.
   3. An alternative example of a national newspaper is the **NATIONAL OBSERVER** Iowa.

E. Instructional Materials:
   1. Slides on the technical features of a newspaper available from the Iowa State Educational Association in Des Moines, Iowa.
   2. Current copies of New York **TIMES** in classroom quantities.

Topic 21: Rise of the Chinese Empire

A. Objective:
   1. Initiate a social geographic approach to a study of China.

B. Teaching Techniques:
   1. Direct students to the introduction and special text features on China.
   2. Use of a projectual of a timeline and map of the Chinese Empire.
   3. Discuss the rise of the Chinese Empire.

C. Content Outline:
   1. Principles of approach: the keys of understanding--geography, technology, organization of people for living together, special achievement, interrelations of all parts of the culture, and relations with other societies.
   2. Time chart and maps of China.

3. The rise of the Chinese Empire:
   a. steps to empire.
4. Cultural elements of Chinese society: religion, a rural way of life, importance of a family, authoritarian government, a feudal economy, and isolation.

D. Comments:
1. The Ewing text has several examples to draw upon for introducing students to the social geography of China.
2. The projectual design is a reproduction of the time chart from Ewing, **OUR WIDENING WORLD**, page 9.
3. An additional source of information especially for the slow student would be Earl Swisher **CHINA** (Chicago: Ginn, 1964), and Life **CHINA** (New York: **TIME**, 1963).

E. Instructional Materials:
1. Ethel Ewing, **OUR WIDENING WORLD** (Chicago: Rand McNally, 1963), pp. 6-38.
2. Projectual of the timeline and map on China.

Topic 22: China: 1700

A. Objective:
1. Portrayal of China as a traditional society prior to the coming of the West.

B. Teaching Techniques:
1. Definition of the term "Traditional Society" on the chalkboard.
2. Discussion of a traditional China.
3. Use of a chalkboard to draw the portrait.
4. Review the definition of a traditional society as applied to China.

C. Content Outline:
1. Portrait of a traditional society:
   a. geographic setting.
   b. the Manchu's.
   c. land.
   d. systems of production.
   e. travel.
   f. the two societies.
   g. reaction to foreigners.

D. Comments:
1. The teacher must provide a definition of a traditional society.
2. An alternative approach would be to use the theoretical keys previously noted in class and applied to China.

E. Instructional Materials:
1. Ethel Ewing, **OUR WIDENING WORLD** (Chicago: Rand McNally, 1963). Part 1, pages 38-67.

Topic 23: Role of the Scholar Gentry

A. Objective:
1. Examination of one element of the role of the scholar gentry in Chinese traditional society.

B. Teaching Techniques:
1. Note on the chalkboard, a chart of class division in traditional China.
2. Discussion of the role of the scholar gentry.
3. Distribution of dittoed copies of a sample examination question for the scholar gentry.

C. Content Outline:
1. Class divisions of traditional Chinese society:
   a. gentry and the commoners.
2. Significance of the scholar gentry class:
   a. scholar gentry as a dominant group in Chinese society.
3. A sample examination question.

D. Comments:
1. Dittoed copies of the sample examination question would be helpful. Other examination questions can be found in Chung-Li Chang, **THE CHINESE GENTRY SOCIETY** (Seattle: University of Washington, 1965).
2. A useful discussion ploy is to contrast the Chinese and American civil service system.
3. An alternative approach is the use of the workshop **CHINESE TRADITIONAL SOCIETY** in Ewing, page 135.

E. Instructional Materials:
1. Dittoed copies of a sample examination question.

Topic 24: Tao Te Ching

A. Objective:
1. To savor two aspects of Chinese culture: tea and the **TAO TE CHING**.

B. Teaching Techniques:
1. Serving of tea.
2. Reading of extracts from the **TAO TE CHING.**
3. Discussion of the reading by contrasting to a similar passage from the Old Testament.
4. Generalize as to the coexistence of two cultural viewpoints.

C. Content Outline:
1. Tea.
2. TAO TE CHING
3. Contrast to the 97th Psalm in the Old Testament.
4. Two cultures.

D. Comments:
1. A source for tea is the Caravel Coffee Company, 3760 77th Street, Jackson Heights, Long Island, New York 11372.
2. Dittoed copies of the extract from **TAO TE CHING** would be helpful for students.
3. The selections from **TAO TE CHING** are from the translation by Arthur Waley the 97th Psalm from the King James Version of the Bible.
4. An alternative experience for students would be a field trip to a Chinese restaurant, or use of the film **A NIGHT AT THE PEKING OPERA.**
5. A current example of Teaism can be seen in Wilmarth Starr's 'Seven Cups of Tea", **AMERICAN EDUCATION**, May 1965, pp. 10-11.

E. Instructional Materials:
1. Varieties of tea, teapot, and cups.
2. Dittoed selections of the **TAO TE CHING** and the 97th Psalm.

Topic 25: An International Source of Information

A. Objective:
1. Examination of an international source of information.
2. Contrast and compare the **CHRISTIAN SCIENCE MONITOR** with previously used newspapers in reporting of a specific event.

B. Teaching Techniques:
1. Call for students' reports.
2. Analysis of an editiorial from the **CHRISTIAN SCIENCE MONITOR** entitled "Getting Through to China".
3. The **MONITOR** as an international source of news.
4. Use of slides to illustrate the reporting of the Declaration of Independence by Southern Rhodesia from various sources.
5. Generalization as to usefulness of newspapers for reporting international news.

C. Content Outline:
1. Student reports.
2. "Getting Through to China".
3. The **CHRISTIAN SCIENCE MONITOR** as an international newspaper.
4. The Declaration of Independence by Southern Rhodesia as reported in various sources of information on the non-Western world.
5. Sources of international news.

D. Comments:
1. Dittoed copies of the editorial would be helpful. The editorial is included in the February 16, 1966 issue of the **CHRISTIAN SCIENCE MONITOR.**
2. Discussion of the editorial can be readily tied in with the previous week's discussion of China. Particularly useful is the opening phrase "It is an Age-Old Problem" which the class could analyze as a description of Chinese and American Dogma.
3. The slides noted are of the front pages of each source used by the Foreign Studies class.

E. Instructional Materials:
1. Copies of the **CHRISTIAN SCIENCE MONITOR** sufficient for class use.
2. Dittoed copies of editorial "Getting Through to China."
3. Slides on the sources of information on the non-Western world used in class.

Topic 26: China's Reaction to the West

A. Objective:
1. Trace the reaction of China as a traditional society to the coming of the West.

B. Teaching Techniques:
1. List on the chalkboard the major turning points in China's westernization.
2. Discussion of China's reaction to the West.

C. Content Outline:
1. West entered China:
   a. trade.
   b. the opium wars.
2. Internal civil strife:
   a. rebellion and reform.
   b. ancient vs. modern.
   c. the Boxer Rebellion.
3. Revolution:
   a. birth of a republic.
   b. republican revolution.
   c. the nationalist revolution.
   d. the communist revolution
4. Truimph of communism:
   a. the rule of Mao Tse-Tung.

D. Comments:
1. Emphasis in the discussion should be placed on the West's forced entry into china and secondly, on the long struggle for China to become independent.
2. The focus of the discussion, however, should be placed on the traditional elements in Chinese reaction to the West.
3. An excellent supplementary reading in Harry Schwartz **COMMUNIST CHINA** (New York: Britannica, 1965).

E. Instructional Materials:
1. Ethel Ewing's **OUR WIDENING WORLD** (Chicago: Rand McNally, 1963) pp. 68-85.

Topic 27: Chinese People's Republic Today

A. Objective:
1. Description of the political organization and economic development of the Chinese People's Republic.

B. Teaching Techniques:
   1. Note on the chalkboard the organization of the Chinese communist party, and the Chinese People's Republican government. Discuss the parallel structure.
   2. Use of the film **CHINA UNDER COMMUNISM**.
   3. Discussion on the film.

C. Content Outline:
   1. Political organization of the Chinese People's Republic:
      a. the Communist Party.
   2. **CHINA UNDER COMMUNISM**
   3. An economic profile of the Chinese People's Republic:
      a. the Five-Year Plan, and the Great Leap Forward.

D. Comments:
   1. The film is available from Encyclopedia Britannica.

E. Instructional Materials:
   1. Film: **CHINA UNDER COMMUNISM**.

Topic 28: Traditional and Modern China

A. Objective:
   1. Contrast and compare traditional and modern China.

B. Teaching Techniques:
   1. Use of opaque projector to illustrate examples of China today from **CHINESE JOURNEY**.
   2. Draw from the class typical elements of a traditional and modern society.
   3. Analyze China today according to the scheme presented in class.
   4. Generalize that China is a tradition-bound if modernizing society.

C. Content Outline:
   1. Traditional society:
      a. elements: land, economy, society, and attitudes.
   2. Modern society:
      a. elements: land, economy, society, and attitudes.
   3. China today: Traditional or Modern?
      a. elements: land, economy, society, and attitudes.
      b. a tradition-bound society.

D. Comments:
   1. In order to structure the discussion, the pattern of analysis used in describing a traditional society should be also followed in describing a modern society.
   2. A specific example of tradition in Chinese foreign policy is the article **CHINA'S MIDDLE KINGDOM IN ANTHROPOLOGY IN TODAY'S WORLD** (Middletown, Conn.: American Education Service, 1965), pages 51-52. A discussion of the article would be a valuable supplement to the analysis of traditional and modern China.
   3. For advanced students, direct their reading to Vera Micheles Dean, **CHINA: CONFUCIUS AND THE COMMISSARE, NATURE OF THE NON-WESTERN WORLD**, (New York: Mentor, 1963), Chapter 10.

E. Instructional Materials:
   1. Use of the opaque projector and Jan Myrdahl's **CHINESE JOURNEY** (New York: Pantheon, 1965).

Topic 29: Test

A. Objective:
   1. Evaluation of students' knowledge of traditional and modern China.

B. Teaching Techniques:
   1. Use of a quiz consisting of twenty randomly chosen items for evaluation of the students' knowledge.

C. Content Outline:
   1. Quiz.

D. Comments:
   1. The quiz items are taken directly from the class discussions and readings and the Ewing Text, pages 38-85.
   2. Dittoed copies of the quiz would be helpful.

E. Instructional Material:
   1. Dittoed copies of the quiz sufficient for classroom use.

Topic 30: Chinese Sources of Information

A. Objective:
   1. Analysis of biased primary source of information on China.

B. Teaching Techniques:
   1. Note on the chalkboard a definition and examples of bias.
   2. Discuss the value of primary sources.
   3. Reading in class of a **PEKING REVIEW**, the **FREE CHINA REVIEW**, and **CHINESE PICTORIAL** magazines.
   4. Call for student reports.
   5. Analysis of the economic well-being of Taiwan, according to the **PEKING REVIEW** and the **FREE CHINA REVIEW**.

C. Content Outline:
   1. The problem of bias.
   2. The value of primary sources.
   3. Student reports.
   4. Taiwan's economy: Two Points of View.

D. Comments:
   1. Identification of the sources is essential prior to discussion of the source.
   2. Dittoed copies of the article on Taiwan's economy would be helpful.
   3. An alternative reading is **ATLAS**, a magazine which often reprints articles from China.

E. Instructional Materials:
   1. Copies of the **PEKING REVIEW, FREE CHINA REVIEW**, and **CHINA PICTORIAL** sufficient for class use.
   2. Dittoed copies of the article on Taiwan's economy.

Topic 31: Early Japan

A. Objective:
   1. Initiate a social geographic approach to a study of Japan.

B. Teaching Techniques:
   1. Direct students to the text readings on Japan.
   2. Use of a projectual timeline and map of Japan.
   3. Note on chalkboard the major developments in Japanese history.
   4. Discussion of the origins, cultural borrowings, and ideology of Japan.

C. Content Outline:
   1. Yamato people:
      a. early accounts.
      b. clans.
      c. Kami.

2. Acceptance of Chinese society:
   a. the Soga clan.
   b. governments based upon the Chinese model.
   c. society based upon the Chinese model.
   d. differences with the Chinese model.
3. Consolidation of the empire:
   a. trouble in the provinces.
   b. establishment of a Shogunate.

D. Comments:
1. The beginning of the Ewing reading is helpful for opening examples of life in Early Japan.
2. An additional source information for all students is Life **JAPAN** and the special issue of **LIFE** of September 11, 1964. (New York: **TIME**, 1961).

E. Instructional Materials:
1. Ethel Ewing, **OUR WIDENING WORLD** (Chicago: Rand McNally, 1963), Part 1, pp. 11-119.
2. Projectual or the timeline and map of Japan.

Topic 32: Japan: 1800

A. Objective:
1. Portrayal of Japan as a traditional society.

B. Teaching Techniques:
1. Definition of a traditional society.
2. Use of a projectual to draw the portrait.
3. Discussion of a traditional Japan.
4. Review the definition of traditional society and apply to Japan.

C. Content Outline:
1. Traditional Japan
   a. Tokugawa Shogunate.
   b. the existence of feudal forms.
   c. economic development.
   d. social and cultural life.
   e. attitudes.

D. Comments:
1. The teacher should provide the definition of the term "traditional society" as noted in Phase II, No. 22.
2. In discussing traditional Japan, an alternative approach would be use of theoretical keys previously noted in class and applied to China.

E. Instructional Materials:
1. Ewing, **OUR WIDENING WORLD**, (Chicago, Rand McNally, 1953), Pt. 1, pp. 119-126.

Topic 33: Traditional Japan

A. Objective:
1. Illustration of traditional Japan.

B. Teaching Techniques:
1. Introduction of the film, **UKIYO-E: PRINTS OF JAPAN.**
2. Showing of the film.
3. Discussion of the film as a source information on traditional Japan.

C. Content Outline:
1. Film.
2. Discussion.
3. The "floating world" of traditional Japan.

D. Comments:
1. The film is an excellent, challenging, visual document on traditional Japan. However, many students may not be especially visually sophisticated to respond emotionally or intellectually to the film.
2. The film is available from Brandon Films.

E. Instructional Materials:
1. Film, **UKIYO-E: PRINTS OF JAPAN.**

Topic 34: A Cultural Link: Tao and Zen

A. Objective:
1. Demonstration of a cultural link between traditional China and traditional Japan.

B. Teaching Techniques:
1. Review of Taoism.
2. Discussion of the differences and similarities of Tao and Zen.
3. Use of slides on the Japanese tea ceremony.

C. Content Outline:
1. Taoism:
   a. Tao, as a past, the way, and the absolute.
   b. relationship aesthetics.
   c. relationship to sports.
   d. mastery of the art of living.
2. Zen:
   a. similarity to Taoism.
   b. special contributions.
3. Teaism:
   a. tea ceremony.

D. Comments:
1. Discussion of Taoism and Zen is drawn from Okakura Kazuro **BOOK OF TEA** (Rutland, Vermont Tuttle, 1906).
2. Slides used in illustrating tea ceremony are from the author's collection.

E. Instructional Materials:
1. Slides on the Japanese tea ceremony.

Topic 35: Japanese Sources of Information

A. Objective:
1. Analysis of a primary source of information on Japan.

B. Teaching Techniques:
1. Perusal of the **ASAHI EVENING NEWS**, August 14, 1965.
2. Review of Japan's post-war development as discussed in the **ASAHI EVENING NEWS**,
3. Differentiation of the **ASAHI EVENING NEWS** from American newspapers.
4. Evaluation of the **ASAHI EVENING NEWS** according to the criteria of a good newspaper.

C. Content Outline:
1. **ASAHI EVENING NEWS.**
2. Compared to American sources.
3. According to the criteria of a good newspaper.

D. Comments:
1. Individually assigned articles are possible with multiple copies of the **ASAHI EVENING NEWS.**
2. Multiple copies of the issue dated August 14, 1965, or other issues, can be obtained by writing directly to the **ASAHI EVENING NEWS**, 6-26, 3-Chome Konan, Minato-Ku, Tokyo.
3. The criteria of a good newspaper were established by the Associated Press and are available from the Des Moines **REGISTER.**

E. Instructional Materials:
   1. Multiple copies of **ASAHI EVENING NEWS** dated August 14, 1965, sufficient for class use.
   2. Dittoed copies of the criteria of a good newspaper.

Topic 36: Development of Modern Japan

A. Objective:
   1. Tracing the development of modern Japan.

B. Teaching Techniques:
   1. Use of a projectual timeline on Japan.
   2. Note on chalkboard the turning points and elements in the development of modern Japan.
   3. Discussion of the modernization of Japan.

C. Content Outline:
   1. Opening of Japan:
      a. 1853, United States Navy entered Yedo Bay.
   2. Restoration of the Emperor:
      a. 1868, displacement of the Shogunate.
   3. Modernization of Japan:
      a. end of feudalism.
      b. rise of Japanese industry, the role of the Zaibatsu.
      c. 1889, establishment of a new constitution.
      d. as an imperial nation.
      e. possibilities of democracy.
      f. continuation of imperialism.
      g. occupation by the United States.
      h. as a new nation.

D. Comments:
   1. The Ewing Text is especially useful for describing Commodore Perry's visit to the Orient.
   2. A useful supplement to the class discussion is the article "Japan's Emperor and the End of the War", found in **ANTHROPOLOGY IN TODAY'S WORLD**, (Middleton, Conn: American Education Publication, 1965), pp. 47-50. The article is a specific example of the influence of the United States upon Japan.

E. Instructional Materials:
   1. Ethel Ewing, **OUR WIDENING WORLD**, (Chicago: Rand-McNally, 1953) Part 1, pp. 126-133.

Topic 37: Japan Today

A. Objective:
   1. Characterization of Japan's current status in the world.

B. Teaching Techniques:
   1. Noting on the chalkboard, Japan's current status in the world.
   2. Use of the film, **JAPAN**.
   3. Discussion of the involvement of the United States in Japan today.

C. Content Outline:
   1. Japan's current status in the world today:
      a. population.
      b. industrial production.
      c. major industries.
      d. trade.
      e. government.
      f. ideology.
   2. Film, **JAPAN**.
   3. Involvement of the United States:
      a. United States occupation.
      b. making a Japanese ally of the United States.

D. Comments:
   1. Current information on Japan today can be reliably obtained from a current edition of the Almanac, such as the **INFORMATION PLEASE ALMANAC'.**
   2. The film is available from the International Film Foundation.
   3. An alternative film is **JAPAN: MIRACLE IN ASIA**, available from the Encyclopedia Britannica. Another useful film is the NET series on **JAPAN – THE CHANGING YEARS**, available from Indiana University.
   4. Advanced students should be directed to Vera Michele Dean's "Japan-Asian Westernism", **NATURE OF A NON-WESTERN WORLD** (New York: Mentor, 1963). Chapter 6.

E. Instructional Materials:
   1. Film, **JAPAN.**

Topic 38: Traditional and Modern Japan

A. Objective:
   1. Contrast and compare traditional and modern Japan.

B. Teaching Techniques:
   1. Use of a projectual on traditional and modern societies.
   2. Noting on the projectual the specific characteristics of Japan.
   3. Discussion by categories of the relevant characteristics of Japan.
   4. Determination of the generalization by the class as to Japan as a tradition-conscious culture.

C. Content Outline:
   1. Japan today:
      a. political organization.
      b. economic development.
      c. social character.
      d. attitude.
   2. Japan as tradition conscious culture.

D. Comments:
   1. An opening or closing gambit for discussion on modern Japan, is the discussion of the celebration of Christmas in Tokyo described in the article "Oh, Little Town of Tokyo" the **SATURDAY REVIEW**, September 18, 1965, 81-82.
   2. The specific point of contrast and comparison should be drawn from the class.

E. Instructional Materials:
   1. Projectual.

Topic 39: Arts of Japan

A. Objective:
   1. Evaluation of cultural empathy by an American for the arts of Japan.

B. Teaching Techniques:
   1. Review the political involvement of the United States in Japan and contrast with a personal involvement of a single American in Japan.
   2. Use of film **ARTS OF JAPAN** to portray the involvement of a single American.
   3. Discussion of the film.

C. Content Outline:
   1. Political vs. personal involvement:
      a. institutional vs. individual roles in society.
   2. Film: **ARTS OF JAPAN.**
   3. Discussion of the film.

D. Comments:
   1. The film is available from the Film Tokoyo Productions.
   2. As was true of the previous film on Japan, the film demands the audience to listen intently; however, its artiness is relieved somewhat by the American's journey.

E. Instructional Materials:
   1. Film: **ARTS OF JAPAN.**

Topic 40: Japanese Sources of Information II

A. Objective:
   1. Analysis of a primary source of Japanese views of the United States.

B. Teaching Techniques:
   1. Perusal of the article "Young Japan Views Uncle Sam".
   2. Discussion of views expressed in the article.
   3. Compare the views expressed in the article with the view expressed in the **ASAHI EVENING NEWS.**

C. Content Outline:
   1. Views of young Japan.
   2. Comparison of the two sources.

D. Comments:
   1. Dittoed copies of the article would be helpful.
   2. The article is by Wren Barbe and is found in the **SATURDAY REVIEW**, March 12, 1966, pp. 96, 116-120.

E. Instructional Materials:
   1. Dittoed copies of the article "Young Japan Views Uncle Sam".

Topic 41: Early India

A. Objective:
   1. Initiate a social geographic approach to a study of India by analysis of generalizations.

B. Teaching Techniques:
   1. Introduce students to special features of the text.
   2. Use of a projectual timeline and map with notation of the major factors in the development of India.
   3. Distribute copies of the generalizations and direct students to determine if the generalizations are true or false.
   4. Review students' determination of the generalizations.

C. Content Outline:
   1. Early development along the Indus River Valley.
   2. Physical features of India.
   3. Predominantly cultural features.
   4. Basic religious ideas.
   5. Type of government.
   6. Generalizations.

D. Comments:
   1. The device of testing generalizations serves well the content and skill objectives of the Foreign Studies class. However, rather than attempt all 20 generalizations at once, a sample would be helpful to the class and choice of the remaining generalizations for class work.
   2. Dittoed copies of generalizations would be helpful.
   3. For the activity to be successful, a summary of Early India is essential before conclusion of the class period.
   4. For the slow student, useful supplementary reading is Life **INDIA** (New York: **TIME**, 1961).

E. Instructional Materials:
   1. Ethel Ewing, **OUR WIDENING WORLD** (Chicago: Rand McNally, 1953) Part II, pages 143-150, 154-167.
   2. Dittoed copies of generalizations on Early India sufficient for class use.
   3. Projectuals of the timeline and of map of India.

Topic 42: India: 1800

A. Objective:
   1. Portrayal of India as an example of a traditional society.

B. Teaching Techniques:
   1. Note on the chalkboard a list of activities of a traditional Indian village.
   2. Use of a film to illustrate life in traditional India.
   3. Discussion of the film.
   4. Generalization as to the unifying tie of religion.

C. Content Outline:
   1. Self-sufficient village.
   2. Film: **ASIAN EARTH**.
   3. Upper-class life in traditional India.
   4. India as a traditional society.

D. Comments:
   1. The film, **ASIAN EARTH** is available from Atlantis Films.
   2. A useful discussion ploy is to relate the profile of the Indian village to the film **GANGES: SACRED RIVER**.
   3. Class discussion to be directed to the final generalization of India of 1800 as a traditional society.

E. Instructional Materials:
   1. Ethel Ewing, "Traditional Indian Society in 1800", **OUR WIDENING WORLD**, (Chicago: Rand McNally, 1963), pages 169-182.
   2. Film: **ASIAN EARTH**.

Topic 43: Hinduism and Buddhism

A. Objective:
   1. Delineation of the religious components of India.

B. Teaching Techniques:
   1. Note on chalkboard a two-column chart headed: Hinduism and Buddhism.
   2. Enter on the chart the corresponding ideas of the two religions, as discussed in class.
   3. Use of slides to illustrate traditional places of the two religions.
   4. Conclusion by comment on "What a Man Cannot Know".

C. Content Outline:
   1. Hinduism:
      a. basic ideas.
      b. significance.
      c. cultural influence.
   2. Buddhism:
      a. Gautana and the Enlightenment.
      b. significance.
      c. influence upon the culture of India.
   3. What a Man Cannot Know:
      a. Leela.

D. Comments:
   1. A projectual could be as easily used as the chalkboard in completing the chart.
   2. Slides on Hinduism and Buddhism are from the author's collection.
   3. An alternative visual source is the **LIFE** filmstrip series on the religions of the world.
   4. Comment as to "What a Man Cannot Know" is taken from an article by Rajagopalachari in the **SATURDAY REVIEW**, April 16, 1966, pp. 19-21+.

E. Instructional Materials:
   1. Slides on Hinduism and Buddhism.

Topic 44: Traditional India

A. Objective:
   1. Interview of a representative Indian as to the nature of Indian society.

B. Teaching Techniques:
   1. A teacher conversation with a representative Indian.
   2. Examination of specific examples of traditional India with commentary by the representative.
   3. Class discussion and questioning of the representative.

C. Content Outline:
   1. Introduction in conversation.
   2. Examples of traditional India.
   3. Class discussion and questions.

D. Comments:
   1. An opening gambit for discussion is comment on the marriage customs in traditional India.
   2. Conversation tone is informal; however, the teacher should direct the conversation to the concerns of the class.
   3. Depending on the insights communicated by the representative, the choice of specific examples of traditional India will vary.
   4. Time should be provided for class discussion and questioning.

E. Instructional Materials:
   1. A representative of Indian society.

Topic 45: Indian Sources of Information

A. Objective:
   1. Analysis of a primary source of information on India.
   2. Evaluation of alternative source materials.

B. Teaching Techniques:
   1. In-class distribution and perusal of the **HINDUSTAN TIMES**.
   2. Disucssion of **HINDUSTAN TIMES** as a source of information on India in the world.
   3. Contrast **HINDUSTAN TIMES** with sources previously used.
   4. Evaluation of sources of information.

C. Content Outline:
   1. **HINDUSTAN TIMES** as a source of information.
   2. Compared with previous sources.
   3. Evaluation of sources of information.

D. Comments:
   1. If the **HINDUSTAN TIMES** is not available, the **WEEKLY INDIA NEWS**, an alternative source, may be useful. The **NEWS** is available free of charge from the Embassy of India.
   2. Useful criteria in examination of **HINDUSTAN TIMES** would be the criteria established for any good newspaper, as previously noted in Phase II, No. 35.
   3. The exercise on evaluation of source material is drawn from the NCSS **BULLETIN** No. 15. "Study skills and critical thinking" (1964).
   4. Dittoed copies of the exercise would be helpful.

E. Instructional Materials:
   1. Copies of **HINDUSTAN TIMES** sufficient for class use.
   2. Dittoed copies of the exercise on evaluating sources of information.

Topic 46: Development of Modern India

A. Objective:
   1. Trace the development of modern India.

B. Teaching Technique:
   1. Use of a projectual timeline on Indian development.
   2. Discussion of modernization of India.
   3. Posing the question of India as a traditional and modern society.

C. Content Outline:
   1. British influence on India:
      a. the East India Company.
      b. India at 1784.
      c. the Mutiny of 1857.
   2. British control of India:
      a. political, economic and social controls.
      b. India reaction to changes in government.
      c. changes of government.
      d. civil disobedience.
   3. India as an independent area:
      a. independence in 1947.
      b. partition.
      c. problems of national unity.

D. Comments:
   1. A useful discussion ploy is citation of the importance of the East India Tea Company in American and British history.
   2. A valuable supplementary source is Dean, "India" **NATURE OF THE NON-WESTERN WORLD** (New York: Mentor, 1963) Chapter 4.

E. Instructional Materials:
   1. Ethel Ewing, **OUR WIDENING WORLD**, (Chicago: Rand McNally, 1963) pages 185-207.

Topic 47: India Today

A. Objective:
   1. An evaluation of Nehru as a symbol of modern India.

B. Teaching Techniques:
   1. Comment on Nehru as an example of modern India's culture.
   2. Use of a film, **NEHRU: MAN OF TWO WORLDS.**
   3. Discussion of the legacy of Nehru.
   4. Note on chalkboard the specific characteristics of India today.

C. Content Outline:
   1. Nehru:
      a. man.
      b. symbol.
   2. **NEHRU: MAN OF TWO WORLDS.**
   3. Nehru's legacy.
   4. India's today.

D. Comments:
   1. The comments on Nehru are drawn from an article by Norman Cousins in the **SATURDAY REVIEW**, June 20, 1964, pp. 17-21+.
   2. This film is available from McGraw-Hill.
   3. Current information on India today can be reliably obtained from a current edition of an Almanac.

E. Instructional Materials:
   1. Film, **NEHRU: MAN OF TWO WORLDS.**

Topic 48: Traditional and Modern India

A. Objective:
   1. Contrast and compare traditional and modern India.

B. Teaching Techniques:
   1. Reading from a case study on the caste system.
   2. Discussion of caste system as an obstacle to modernization.
   3. Generalization of India as a tradition-bound society.

C. Content Outline:
   1. Caste system:
      a. origin.
      b. four major castes.
      c. relation to Hinduism.
   2. Attempts to abolish caste system:
      a. opposition by the Buddhists.
      b. opposition by the West.
      c. abolition by law.
   3. India as a tradition-bound culture:
      a. political.
      b. economic.
      c. social.
      d. attitude.

D. Comments:
   1. The case study is drawn from **ANTHROPOLOGY IN TODAY'S WORLD** (Middleton, Conn.: American Education Publication, 1965), pp. 17-20. Multiple copies of the case study would be helpful.
   2. Discussion should be directed to caste system as a representative of traditional India.
   3. The generalization of India as a tradition-bound culture is to be drawn from the discussion.

E. Instructional Materials:
   1. Multiple copies of case study on the caste system.

Topic 49: An American Student's View of India

A. Objective:
   1. Illustration of an American student's view of India.

B. Teaching Techniques:
   1. In class perusal of the article "India Is Centuries Away".
   2. Discussion of an American student's view of India.
   3. Conclude with the article's title.

C. Content Outline:
   1. "India Is Centuries Away":
      a. settings.
      b. major problems.
      c. as Americans.
      d. the quest.
   2. Discussion of the author's bias, and evidence for her point of view.

D. Comments:
   1. The article is by Mary Claire Vander Wal and published by the **SATURDAY REVIEW**, August 21, 1965, pp. 51-52. Dittoed copies on the article would be helpful.
   2. Discussion of the article also provides excellent opportunity for a view of sources previously used on India.

E. Instructional Materials:
   1. Dittoed copies of the article "India Is Centuries Away".

Topic 50: Test

A. Evaluation of the students' understanding of Asia, China, Japan and India.

B. Teaching Techniques:
   1. A two-part test.
   2. Use of a projectual to review the test.

C. Content Outline:
   1. Test.
   2. Contrast and compare.
   3. A student's essay.
   4. Identification.

D. Comments:
   1. The test items evaluate the student's ability to write critically to particular questions.
   2. A sample answer written by the instructor prior to grading the test is suggested.
   3. Projectual design would be a reproduction of the sample student's essay with the errors marked.

E. Instructional Materials:
   1. Multiple copies of the test.
   2. Projectual of students' essays.

AFRICA

Topic 51: Tropical Africa

A. Objective:
   1. Portrayal of tropical Africa as an area changing from a traditional to a modern society.

B. Teaching Techniques:
   1. Use of the film **TROPICAL AFRICA** to illustrate the change from a traditional to a modern society.
   2. Discussion of the film.

C. Content Outline:
   1. Film: **TROPICAL AFRICA.**
   2. Discussion.

D. Comments:
   1. The film is available from the International Film Foundation.
   2. The discussion is to focus on traditional and modern elements in Tropical Africa.
   3. An additional source information for class use is **TROPICAL AFRICA** published by **LIFE** magazine.

E. Instructional Materials:
   1. Film: **TROPICAL AFRICA.**

Topic 52: Map of Africa

A. Objective:
   1. Identification of the major geographic and political features of Africa.

B. Teaching Techniques:
   1. Use of projectual of Africa to illustrate the geographic and political characteristics requested of the students.
   2. Direct the students to identify the major bodies of water, the major independent states and capitol cities of each state and indicate by color the alliance systems of the United States and the Chinese People's Republic and an outline map of Africa.
   3. Work in class on the map of Africa.

C. Content Outline:
   1. Geographic and political features of Africa.
   2. Map of Africa.

D. Comments:
   1. In using an outline map a key of letters representing bodies of water and numbers representing nations is recommended. Use of the full names of bodies of water and nations would make the map extremely difficult to read. Also preferable is labeling the map in ink or colored pencil, thus avoiding the problem of a smeared map.
   2. An excellent source of information on newly independent states is the pamphlet **PROFILES OF NEWLY INDEPENDENT STATES**, available from the United States Government Printing Office, Washington 25, D.C.
   3. A list of nations in Africa would be helpful for students.

E. Instructional Materials:
   1. Projectual of a map of Africa.
   2. Ditto copies of the map of Africa.
   3. A dittoed list of nations in Africa, as a guide for students using the map.

Topic 53: A Profile of Africa

A. Objective:
   1. Delineation of the West's profile of Africa.

B. Teaching Techniques:
   1. Draw a profile of Africa indicating the attraction of Africa to the West and the consequent impact of the West on Africa.
   2. Use of a projectual to illustrate the economic resources, colonial claims of the new Africa.
   3. Discuss the impact of the West on Africa.
   4. Identify on a map, the New Africa.

C. Content Outline:
   1. Traditional Africa:
      a. social structure.
      b. economic attraction.
   2. The coming of the West:
      a. colonial claims.
      b. impact of the West.
   3. The new Africa:
      a. growth of cities.
      b. change in colonial policies.
      c. self-determination.

D. Comments:
   1. In drawing the profile, students can provide the general information from previous study of World History.
   2. Useful projectuals are the projectuals on Africa available from Hammond, and Scott Foresman & Company.
   3. A useful source of information from the profile in Vera Micheles Dean, **THE NATURE OF A NON-WESTERN WORLD**, (New York: Mentor, 1962), Chapter 8. Other sources of information especially helpful for the slow students are: Waldemar Nielsen, **AFRICA** (New York: Britannica, and David Hapgood **AFRICA** New York: Ginn, 1965).

E. Instructional Materials:
   1. Projectuals on Africa.

Topic 54: Quiz

A. Objective:
   1. Evaluation of the student's knowledge of the map of Africa.

B. Teaching Techniques:
   1. A quiz over the map of Africa.
   2. Use of a projectual for the quiz.
   3. Scoring of the quiz in class.
   4. Discussion of the most-missed quiz items.

C. Content Outline:
   1. Introduction to the quiz.
   2. Quiz.
   3. Scoring and discussion of the quiz.

D. Comments:
   1. The quiz is to be administered with the use of a projectual.
   2. Projectual design will follow the quiz questions. However, a different key is utilized than the one previously used in class so as to test student's ability in the use of a map, thus minimizing memorization of a particular key to the map of Africa.
   3. Quiz questions and answers are to be given twice orally by the teacher.
   4. A 20 item quiz drawn from the previous classwork is suggested.

E. Instructional Materials:
   1. Quiz on Africa.
   2. Projectual for use with the quiz.

Topic 55: African Sources of Information

A. Objectives:
   1. Examination of a secondary source information on Africa.
   2. Contrast African reports in American newspapers with American news in African newspapers.

B. Teaching Techniques:
   1. In-class perusal of copies of **AFRICAN REPORT**.
   2. Discussion of **AFRICAN REPORT** and its publisher as a source of information regarding Africa.
   3. Contrast and compare the American view of Africa and Africa's view of America, as determined by current sources of information.

C. Content Outline:
   1. **AFRICAN REPORT.**
   2. American news in Africa.
   3. A contrast and comparison of American news in Africa and African news in America.

D. Comments:
   1. An alternative to the **AFRICAN REPORT** is **AFRICA TODAY**. It is more outspoken and openly critical of the United States. However, use of both publications in class provides an excellent opportunity for a contrast and comparison of reports plus comment on responsibility in journalism.
   2. A source for information as to American news in Africa is an article by John Strohmeyer, "What Passes for News in Africa", from **HARPER'S**, November, 1965, pp. 98-104.

E. Instructional Materials:
   1. Multiple copies of **AFRICAN REPORT**.

Topic 56: Historical Development of Ethiopia

A. Objective:
   1. Initiate a social geographic study of Ethiopia.

B. Teaching Techniques:
   1. Reading from a Peace Corps worker's letter.
   2. Use of a projectual map and timeline of Ethiopia.
   3. Discussion of cultural features of Ethiopia.

C. Content Outline:
   1. Peace Corps worker's letter.
   2. Historical and geographic characteristics of Ethiopia.
   3. Cultural features of Ethiopia.

D. Comments:
   1. The letter from a Peace Corps worker is authentic: other letters, however, might be more suitable. Dittoed copies of letter would be helpful for the class.
   2. Projectual design is a timeline of Ethiopian history, plus a map of Ethiopia, such as the **3M ATLAS**, 6Q map.

E. Instructional Materials:
   1. Dittoed copies of letter from Ethiopia.
   2. Projectual with timeline and map of Ethiopia.

Topic 57: Ethiopia Today

A. Objective:
   1. Political and economic characterization of Ethiopia today.

B. Teaching Techniques:
   1. The use of a slide of "Haile Selassie".
   2. Note on the chalkboard the major characteristics of Ethiopia today.
   3. Discuss the importance of Ethiopia to the United States.
   4. Generalize as to importance of Haile Selassie for Ethiopia.

C. Content Outline:
   1. Major characteristics of Ethiopia today:
      a. political--structure of the government, role of the emperor, the new constitution, and the role of law.
      b. economic--the problem of revenue collection, a rural economy, and the potential for industry and resources.
      c. culture: racial composition, linguistic characteristics, educational background, religious concerns and popular attitudes.
      d. political allies and friends:
         (1) the United States.
   2. The leadership of Selassie.

D. Comments:
   1. The slide of Haile Selassie is taken from Life **TROPICAL AFRICA** (New York: **TIME**, 1962).
   2. A recent issue of **WORLD WEEK**, January 14, 1965, focuses on Ethiopia and may be a useful supplement to the class discussion.

E. Instructional Materials:
   1. Slide of Haile Selassie.

Topic 58: Traditional and Modern Ethiopia

A. Objective:
   1. Contrast and compare traditional and modern Ethiopia.

B. Teaching Techniques:
   1. Use a projectual to indicate the traditional elements of Ethiopian society.
   2. Discuss Ethiopia as a traditional and modern society.
   3. Note on the chalkboard various problems in Ethiopia today.
   4. Generalize that Ethiopia is a traditional society.

C. Content Outline:
   1. Ethiopia: traditional elements:
      a. political.
      b. economic.
      c. social.
   2. Traditional and modern Ethiopia.
      a. Selassie's attempt to reform Ethiopia.
   3. Problems in Ethiopia today:
      a. problem of leadership.
      b. problem of economic development.
   4. Ethiopia as a traditional society.

D. Comments:
   1. A projectual illustrating a comparison of Ethiopia and an "X" African nation would be helpful to the class to illustrate the unique features of Ethiopia. On the projectual, points of comparison would be as follows: government, economy, social structure, dominant religion, cultural attitudes, historical heritages.

E. Instructional Materials:
   1. Projectual.

Topic 59: Two Views of Ethiopia

A. Objective:
   1. Contrast and compare two views of Ethiopia.

B. Teaching Techniques:
   1. Distribution of a Peace Corps worker's letter, and a chapter entitled "Shinega goes to Addis Ababa" for reading in class.
   2. Discussion of the materials as to their viewpoints and characterization of Ethiopia.
   3. Note on chalkboard, the comparative and contrasting elements in the two views of Ethiopia.

C. Content Outline:
   1. Peace Corps worker's letter.
   2. "Shinega goes to Addis Ababa".
   3. Discussion of the two views.

D. Comments:
   1. The Peace Corps worker's letter is from the same source as used in Topic 56.
   2. **SHINEGA'S VILLAGE** is the first Ethiopian novel of Ethiopian life. This excerpt is from Shale Sellassie **SHENIGA'S VILLAGE** (Berkeley: U. of California, 1964).
   3. Dittoed copies of each article would be helpful for the class.
   4. Discussion could be enhanced by reference to the earlier Peace Corps worker's letter, and the article "India is Centuries Away" used earlier in the class.
   5. A third point of view would be an examination of the Amish in Iowa as a traditional society and subculture within American culture. The points of similarity would be the Amish and Ethiopia as both representations of traditional society.

E. Instructional Materials:
   1. Dittoed copies of Peace Corps worker's letter, and the chapter "Shinega goes to Addis Ababa".

Topic 60: Forecast for Africa

A. Objective:
   1. A speculative discussion as to the political future of Africa.

B. Teaching Techniques:
   1. Class perusal of the article "Forecast for Africa".
   2. Discussion of the political future of Africa.
   3. Note on the chalkboard the importance of a single party structure in Africa, cite current examples.
   4. Induce a generalization as to the ideologies shared by most African nation states.

C. Content Outline:
   1. "Forecast for Africa".
   2. Authoritarianism in Africa:
      a. current examples.
      b. common ideology.

D. Comments:
   1. Dittoed copies of the article would be helpful.
   2. The article is by Ronald Matthews and appeared in the New York **TIMES** April 10, 1966, p. 10+.

E. Instructional Materials:
   1. Dittoed Copies of the article.

Topic 61: Nigeria, Giant in Africa

A. Objective:
   1. Initiate a social geographic approach to a study of Nigeria.

B. Teaching Techniques:
   1. Reading of a letter from a missionary in Nigeria.
   2. Use of the film, **AFRICA IN CHANGE – WEST AFRICA.**
   3. Discussion of the film.

C. Content Outline:
   1. A missionary's account.
   2. Film.
   3. Discussion.

D. Comments:
   1. The film is available from Encyclopedia Britannica.
   2. The film is dated but is still an excellent source of background information as to Nigeria today.

E. Instructional Materials:
   1. Film: **AFRICE IN CHANGE – WEST AFRICA.**

Topic 62: Nigeria: A Unique African Nation

A. Objective:
   1. An examination of Nigeria as a unique African nation.

B. Teaching Techniques:
   1. Use of a projected timetable and map of Nigeria.
   2. Note on chalkboard the unique features of Nigeria.
   3. Discussion of each of the features; compare to the unique features of Ethiopia.
   4. In-class perusal and comments on the article, " A West African Statesman Speaks".

C. Content Outline:
   1. As a Federal Republic.
   2. Unifying factors:
      a. the success that failed.
   3. Nigeria in world affairs.
   4. Compared to Ethiopia.
   5. An African point of view.

D. Comments:
   1. The Civil War in Nigeria offers a point of departure for discussion.
   2. "A West African Statesman Speaks" is drawn from Ahmodo Bello **MY LIFE** (Cambridge: University Press, 1962). Dittoed copies of the article would be helpful to the class.

E. Instructional Materials:
   1. Dittoed copies of the article "A West African Statesman Speaks".
   2. Projectual timeline and map of Nigeria.

Topic 63: Nigeria as a Developing Nation

A. Objective:
   1. Characterization of Nigeria as a developing nation.

B. Teaching Techniques:
   1. Read a letter from a missionary in Nigeria.
   2. Note on chalkboard a definition of underdeveloped nation.
   3. Use of projectual to illustrate the goals of the First National Development Plan of Nigeria.
   4. Discuss Nigeria's progress in achieving its goals.

C. Content Outline:
   1. Letter from Nigeria.
   2. An underdeveloped nation:
      a. definition.
   3. Nigeria's goals:
      a. progress.
      b. problems.

D. Comments:
   1. The letter from missionary is authentic and a primary source on Nigeria. Dittoed copies of the letter would be helpful.
   2. The projectual would note the goals of the First National Development Plan of Nigeria.
   3. A useful source of further information is **NIGERIA, THEIR ECONOMIC POLICIES**, available from the Embassy of Nigeria.

E. Instructional Materials:
   1. Dittoed copies of a letter from a missionary.
   2. Projectual.

Topic 64: Peace Corps in Nigeria

A. Objective:
   1. Description of the work and character of the Peace Corps.

B. Teaching Techniques:
   1. An interview with a Peace Corps worker by the teacher, followed by questions from the class.
   2. Comparison of a Peace Corps worker's comment with other Peace Corps people, and/or missionaries in Nigeria.
   3. Distribution of Peace Corps materials.

C. Content Outline:
   1. Interview.
   2. Introduction and identification of a Peace Corps worker.
   3. Area of work.
   4. Relationship to Nigeria.

D. Comments:
   1. The interview would be most successful if casual and informal; however, the instructor must direct the discussion so that instruction purpose is served.
   2. The value of an interview lies in the personal commentary and as a primary source of information.
   3. A useful supplementary activity is the declaration of a Peace Corps week with suitable materials available from the library and the classroom.
   4. Peace Corps materials are available from Peace Corps, Washington, 25 D.C. These materials include **PEACE CORPS FACTS**, **PEACE CORPS IN ASIA**, and the **PEACE CORPS IN THE FAR EAST**.

E. Instructional Materials:
   1. Peace Corps materials.

Topic 65: Current Historical Sources of Information

A. Objective:
   1. Analysis of a current historical source of information.

B. Teaching Techniques:
   . Use of a calendar to review the events of the month.
   2. Review the major events in Asia and/or Africa during the previous month. Discussion of the significance of the events in Asia and Africa.
   3. Call for student reports from **CURRENT HISTORY**.
   4. Conclusion as to the value of **CURRENT HISTORY**.

C. Content Outline:
   1. The "Month in Review".
   2. Student reports.
   3. **CURRENT HISTORY** as a source of information.

D. Comments:
   1. The calendar is extracted from the "Month in Review" section of the **CURRENT HISTORY** magazine. A dittoed copy of the calendar of the ' Month in Review" would be most helpful for class discussion.
   2. Sufficient articles are available from **CURRENT HISTORY** for individual assignments in the class.
   3. Useful issues of **CURRENT HISTORY** include: April, September and November, 1965 and February, March and September, 1966.

E. Instructional Materials:
   1. Copies of **CURRENT HISTORY** magazine placed in the library.
   2. Dittoed copies of the "Month in Review".

Topic 66: A New Nation

A. Objective:
1. Initiate a social-geographic study of the Democratic Republic of the Congo.

B. Teaching Techniques:
1. Use of a projectual "Timeline of the Democratic Republic of the Congo" and a map of the Democratic Republic of the Congo.
2. Discuss the physical aspects and history of the Congo.
3. Note on the chalkboard the political structure and economy of the Congo.
4. Describe the major problems faced by the Congo today.

C. Content Outline:
1. Physical aspects.
2. History.
3. Political structure.
4. Economy:
   a. agricultural and mining economy.
5. Major problems.

D. Comments:
1. The nub of the discussion on the Congo is it newness and its traditional society.

E. Instructional Materials:
1. Projectual: timeline and map of the Congo. s,

Topic 67: The Family, Clan, and Tribe in a Traditional Society

A. Objective:
1. Describe the role of the family, clan, and tribe in the Congo.

B. Teaching Techniques:
1. Note on the chalkboard terms Family, Clan, and Tribe.
2. Discussion of the family, clan and tribe in the Congo.
3. Discussion of change in the traditional society of the Congo.

C. Content Outline:
1. Tribe.
2. Clan.
3. Family.
4. Changes in traditional society.

D. Comments:
1. The discussion of the family, clan, and tribe will serve to identify the basic social structure of traditional Africa.
2. Further information on the Congo may be obtained from the Embassy of the Democratic Republic of the Congo.

E. Instructional Materials:

Topic 68: Tribalism vs. Nationalism in the Congo

A. Objective:
   1. Analysis of the conflict between tribalism and nationalism in the Congo.

B. Teaching Techniques:
   1. Note on the chalkboard a model of a nation and apply the model to the Democratic Republic of the Congo.
   2. Reading of a case study of tribalism and nationalism in the Congo.
   3. Discussion of the conflict of tribalism and nationalism in the Democractic Republic of the Congo.
   4. Generalize that tribalism is a problem in many new nations of Africa.

C. Content Outline:
   1. Nationalism:
      a. secession and political disintegration.
   2. The case study.
   3. Tribalism versus Nationalism in the Congo.
   4. Tribalism versus Nationalism in Africa.

D. Comments:
   1. The case study is taken from **ANTHROPOLOGY IN TODAY'S WORLD** (Middleton, Connecticut: American Education, 1965).
   2. Dittoed copies of the case study would be helpful.

E. Instructional Materials:
   1. Dittoed copies of the case study.

Topic 69: The Lonely African

A. Objective:
   1. An examination of loneliness as a common characteristic of African people.

B. Teaching Techniques:
   1. Contrast a recent Home Room meeting with the extended family and their respective attempts to solve a common problem of dating procedures.
   2. Note on the chalkboard the factors which differentiate the modern from the traditional society.
   3. Discuss the consequent character types in each society.
   4. Read a selection from **THE LONELY AFRICAN.**
   5. Identify the roots of loneliness in the conflict of traditional and modern society.
   6. Generalize as to the loneliness of the African.

C. Content Outline:
   1. Dating a girl.
   2. Differentiating factors between a traditional and modern society.
   3. Character types.
   4. The lonely African.

D. Comments:
   1. The initial objective of the discussion is to focus on the role of social institutions in solving individual problems.
   2. The reading selection entitled **THE LONELY AFRICAN** is drawn from a book by Colin Turnbull entitled **THE LONELY AFRICAN** (New York: Simon, 1963). Dittoed copies of the selection will be helpful to the class.
   3. The ultimate objective of the discussion is for the class to understand loneliness as a common characteristic of a person caught between a traditional and modern society.

E. Instructional Materials:
   1. Dittoed copies of **THE LONELY AFRICAN.**

Topic 70: Current Biographical Sources of Information

A. Objective:
   1. Analysis of current biographical sources of information.

B. Teaching Techniques:
   1. Determine the current leadership of the nations of Asia and Africa under study.
   2. Use of slides of the leaders of nations under study.
   3. Call for student reports on the current leadership of Asia and African nations under study.
   4. Discussion of the ideology represented by leaders of the nations.
   5. Conclusion as to the usefulness of **CURRENT BIOGRAPHY** as a source of information.

C. Content Outline:
   1. The leaders of Asian and African nations under study.
   2. Student reports.
   3. Ideologies of the leaders.
   4. **CURRENT BIOGRAPHY** as a source of information.

D. Comments:
   1. The slides will serve to identify the leadership for the students are taken from the **CURRENT BIOGRAPHY** and photographs.
   2. Sufficient biographies are available for individual assignments of topics which must include the leadership of the nations under study for maximum effectiveness of the lesson.
   3. Particular attention in the discussion is to be directed to the ideological persuasion of the leaders under study.
   4. A useful ploy for discussion is a comparison between **TIME** cover stories and **CURRENT BIOGRAPHY**.

E. Instructional Materials:
   1. Slides of the leaders of Asia and Africa.

FROM THE AMERICAN POINT OF VIEW

Topic 71-72: Student Presentations

A. Objective:
   1. Presentation of student's point of view on Asia or Africa.

B. Teaching Techniques:
   1. Individual or group reports on specific points of view on Asia or Africa.
   2. Video tape each student presentation.
   3. Discuss and evaluate each presentation utilizing the video tape.

C. Content Outline:
   1. Presentations.
   2. Evaluation.

D. Comments:
   1. Before the presentations are given, the criteria by which the presentations will be judged should be clearly established. Dittoed copies of the criteria and evaluation sheets would be helpful for the class.
   2. Individual reports might well be book review, utilizing the collection of materials in the New York Times **WORLD AFFAIRS WORKSHOP** or the Heath Series **PROBLEMS IN ASIAN CIVILIZATION.**
   3. Group presentation topics might include: The Typical Asian or African--An American View, A Unique Cultural Feature of China or Japan or India, Traditional and Modern Society in Asia or Africa, or Current Problems of Asia and Africa Involving the United States.
   4. Use of the video tape would aid in evaluation of each student's report.

E. Instructional Materials:
   1. Criteria sheet.
   2. The video tape recorder.

Topic 73: The Afro-Asian Bloc

A. Objective:
   1. An analysis of the unifying and diversive elements in the Afro-Asian Bloc.

B. Teaching Techniques:
   1. Note on the chalkboard the definition of the term "Afro-Asian Bloc".
   2. Identification on a wall map of the number and location of the nations of the Afro-Asian Bloc.
   3. Discuss the unifying the diversive elements in the Afro-Asian Bloc.
   4. Student reports on the actions of the Afro-Asian Bloc in the model United Nations assembly at the University of Northern Iowa.
   5. Conclusion by comment on the Bangdung Conference.

C. Content Outline:
   1. Definition of the term "Afro-Asian Bloc".
   2. Identification of member states.
   3. Unifying and diversive elements.
   4. In the model United Nations organization.
   5. The Bangdung Conference.

D. Comments:
   1. In discussion of the Afro-Asian Bloc, care should be exercised in describing the bloc as a political unit within the United Nations.
   2. The model United Nations is held in the Spring at the University of Northern Iowa. A student report will aid in clarifying the relative powers of the bloc.
   3. Particularly significant in discussion of the Bangdung Conference are the effects of the Chinese People's Republic to weaken the Afro-Asian Bloc. Further comment should be directed to the ideologies represented by the number of states on the Afro-Asian Bloc.

E. Instructional Materials:
   1. Wall map of Asia and Africa.

Topic 74: The West and Non-West

A. Objective:
   1. A contrast and comparison of the West and Non-West.

B. Teaching Techniques:
   1. Presentation of a non-Western view of the West.
   2. Note on a chalkboard the essential elements in the non-Western view.
   3. Discuss with the class the [illegible]ity of the view.
   4. Generalize as to the essential differences and similarit[illegible] of the West and Non-West.

C. Content Outline:
   1. The non-Western view of the West:
      a. material achievements.
      b. anti-Western cultures.
      c. conflicts with the West.
      d. attitudes.
   2. A common meeting ground:
      a. the United Nations organization.
      b. the heart of the matter.

D. Comments:
   1. The non-Western view of the West is drawn from Vera Micheles Dean **THE NATURE OF THE NON-WESTERN WORLD** (New York: Mentor, 1953) Chapter 12.
   2. An interesting discussion ploy is to contrast and compare the student's initial images of the non-Western world with the non-Western world's view of the West.
   3. Comment also is to be directed to the possibility of bias in the Dean materials.

E. Instructional Materials:
   1. Vera Micheles Dean **THE NATURE OF THE NON-WESTERN WORLD.** (New York: Mentor, 1953) Chapter 12.

Topic 75: **TIME** Views Africa and Asia

A. Objective:
   1. Examination of a current news magazine's view of Asia and Africa.

B. Teaching Techniques:
   1. Use of slides of the cover pictures of **TIME** magazine.
   2. Call for student reports on **TIME**.
   3. Discussion of **TIME** as a source of information on the non-Western world.

C. Content Outline:
   1 **TIME** cover stories.
   2. Student reports.
   3. **TIME**--as a source of information on the non-Western world.

D. Comments:
   1. The slides are of the first page of cover story of **TIME** magazine.
   2. Sufficient cover stories are available for individual student assignments.
   3. A dittoed bibliography of the cover stories will aid the students in choice of their reports.
   4. Either Asia or Africa could be suitably discussed singly in the class by assigning several students each of the African or Asian cover stories.

E. Instructional Materials:
   1. Multiple copies of **TIME**, magazine for use in class analysis.
   2. Dittoed copies of a bibliography of cover stories from **TIME**.

Topic 76: United States Foreign Policy Decisions

A. Objective:
   1. Pose the foreign policy alternatives for the United States toward the nations under study.

B. Teaching Techniques:
   1. Indicate the major foreign policy problems facing the United States.
   2. Distribute in class "United States Foreign Policy Decisions".
   3. Poll the students as to the appropriate decision.
   4. Discuss the difficulty of making and enforcing the decisions.
   5. Identify government sources of information on the United States foreign policy.

C. Content Outline:
   1. Major foreign policy problems.
   2. United States foreign policy decisions.
   3. Making of foreign policy.
   4. Government sources of information – **THE DEPARTMENT OF STATE BULLETIN**.

D. Comments:
   1. The foreign policy alternatives are drawn from the **GREAT DECISIONS** materials of the Foreign Policy Association. Dittoed copies of the foreign policy alternatives would be helpful for the class.
   2. The discussion of the foreign policy alternatives serve to introduce students to the ensuing discussions.
   3. In addition to the **DEPARTMENT OF STATE BULLETIN**, students are to be directed to the **HEADLINE SERIES** and the **GREAT DECISIONS** materials of the Foreign Policy Association.

E. Instructional Materials:
   1. Dittoed copies of "United States Foreign Policy Decisions".

Topic 77: Making of American Foreign Policy

A. Objective:
   1. An examination of the process of making foreign policy by the United States.

B. Teaching Techniques:
   1. Note on the chalkboard the goals of United States foreign policy.
   2. Differentiate goals, strategy, and tactics in the making of a foreign policy.
   3. Discuss the making of foreign policy in the United States.

C. Content Outline:
   1. The nature of foreign policy.
   2. Goals of the United States foreign policy.
   3. Making of foreign policy in the United States.

D. Comments:
   1. Differentiation of goals, strategy, tactics in the making of a foreign policy is to be made by the teacher.

E. Instructional Materials:
   1. Temple Wanamaker's **AMERICAN FOREIGN POLICY TODAY** (New York: Bantam, 1964) Chapters 1-3.

Topic 78: United States Defense Strategy

A. Objective:
   1. Outline the defense strategy of the United States.

B. Teaching Techniques:
   1. Note a current example of a confrontation of the United States and the Communist World.
   2. Discuss the current principles of defense.
   3. The use of a projectual to demonstrate the alliance system of the United States.
   4. Generalize as to the current defense strategy of the United States.

C. Content Outline:
   1. A current example is the cold war.
   2. Principles of defense.
   3. United States Policies:
      a. alliances.
   4. Current principles of defense.

D. Comments:
   1. A current example of a confrontation between the United States and the Communist World is drawn from the students.
   2. The projectual is a political map of Asia and Africa with alliances noted in color.

E. Instructional Materials:
   1. Projectual on Asia and Africa.
   2. Temple Wanamaker's **AMERICAN FOREIGN POLICY TODAY** (New York: Bantam, 1960) Chapter 4.

Topic 79: United States Economic and Military Assistance

A. Objective:
   1. Describe America's economic and military assistance to the developing nations of Asia and Africa.

B. Teaching Techniques:
   1. Discussion of the American interest in the non-Western world.
   2. Note on the chalkboard the purposes and various types of aid.
   3. Indicate on a wall map the nations receiving aid from the United States.
   4. Use of projectual to contrast and compare the foreign aid programs of the United States, the U.S.S.R., the Chinese People's Republic in selected African and Asian nationa.
   5. Generalize as to the current assistance effort by the United States.

C. Content Outline:
   1. The American interest in Asia and Africa.
   2. Purpose and operation of aid.
   3. Aid in Asia and Africa given by the United States, the U.S.S.R., and the Chinese People's Republic.
   4. Cureent United States aid programs.

D. Comments:
   1. Crucial to the discussion is the contrast and comparison, type and source of aid.
   2. Current information of aid programs can be found in recent issues of **CURRENT HISTORY**.

E. Instructional Materials:
   1. Projectual.
   2. Temple Wanamaker's **AMERICAN FOREIGN POLICY TODAY** (New York: Bantam, 1960) Chapter 6.

Topic 80: The United Nations

A. Objective:
   1. Examination of United States foreign policy towards the United Nations.

B. Teaching Techniques:
   1. Survey of current examples of the United Nations actions.
   2. Discuss United States policy in the United Nations.
   3. Indicate the limitations of the United Nations action as exemplified by the model United Nations.
   4. Small group discussions of the role of the United Nations in hypothetical international situations.

C. Content Outline:
   1. Current examples.
   2. United States policy in the United Nations.
   3. Resolution of problems facing the United Nations:
      a. the model United Nations of the University of Northern Iowa.
      b. hypothetical situations.

D. Comments:
   1. Each small group is to be organized as to a particular problem. Students assigned are to work out a solution to the problem, giving their understanding of the United Nations organization.
   2. Dittoed copies of the problems would be helpful for the class.
   3. The model United Nations is held during the Spring at the University of Northern Iowa.

E. Instructional Materials:
   1. Hypothetical problems facing the United Nations orgaizaation involving simulated non-Western nations.
   2. Temple Wanamaker's **AMERICAN FOREIGN POLICY TODAY** (New York: Bantam, 1960) Chapter 7.

Topic 81: Democracy and the Afro-Asian World

A. Objective:
   1. Portray the role of democractic ideology in the Afro-Asian world.

B. Teaching Techniques:
   1. Discuss the possibilities of advancing democracy as an ideology in the Afro-Asian world.
   2. Differentiate between substance and form of democracy.
   3. Note on the chalkboard the involvement of the United States in the Afro-Asian world.
   4. Classify the nations under study as to their adherence to the democratic ideology.
   5. Generalize as to the role of democratic ideology in the Afro-Asian world.

C. Content Outline:
   1. Democratic ideology.
   2. Democracy and United States foreign policy.
   3. Democracy in the Afro-Asian world:
      a. Nigeria.
      b. Ethiopia.
      c. Congo.

D. Comments:
   1. Current examples of the United States involvement in the non-Western world are to be drawn from the class discussion.

E. Instructional Materials:
   1. John Gibson, **IDEOLOGY AND WORLD AFFAIRS,** (Boston: Mifflin, 1965) Chapter 12.

Topic 82: Authoritarianism and the Afro-Asian World

A. Objective:
   1. Portray the role of authoritarianism in the Afro-Asian world.

B. Teaching Techniques:
   1. Contrast and compare the ideologies of democracy and authoritarianism.
   2. Note on the wall map the nations in Africa and Asia which presently are authoritarian.
   3. Discuss the role of authoritarianism in the Afro-Asian world.
   4. Pose the possibility of a good authoritarianism for the present states of Africa and Asia.

C. Content Outline:
   1. Democracy and authoritarianism.
   2. Examples of authoritarianism in the Afro-Asian world.
   3. Contemporary authoritarianism.
   4. Good and evil authoritarianism.

D. Comments:
   1. Current examples of democratic and authoritarian regimes in Africa and Asia could be drawn from class comments.

E. Instructional Materials:
   1. John Gibson, **IDEOLOGY AND WORLD AFFAIRS,** (Boston: Mifflin, 1965) Chapter 9.

Topic 83: Totalitarianism and the Afro-Asian World

A. Objective:
   1. Portray the role of totalitarianism in the Afro-Asian world.

B. Teaching Techniques:
   1. Contrast and compare democracy, authoritarianism, and totalitarianism.
   2. Use of a projectual to illustrate the common elements of totalitarianism and authoritarianism.
   3. Cite the example of the Chinese People's Republic and the U.S.S.R. as totalitarian nations.
   4. Note on the chalkboard the specific issues accounting for the Sino-Soviet split or consequent significance of this split upon the Afro-Asian world and the United States.
   5. Generalize as to the role of totalitarianism in the Afro-Asian world.

C. Content Outline:
   1. Democracy, authoritarianism and totalitarianism.
   2. A model of totalitarianism:
      a. U.S.S.R.
      b. the Chinese People's Republic.
   3. Sino-Soviet rift.
   4. *Reaction to the Sino-Soviet rift:*
      a. in the Afro-Asian world.
      b. in the United States.

D. Comments:
   1. Again current examples of totalitarianism in the non-Western world can be drawn from the class.
   2. Useful also as reference materials are the **GREAT DECISIONS** materials available from the Foreign Policy Association.

E. Instruction Materials:
   1. Projectual.
   2. John Gibson, **IDEOLOGY AND WORLD AFFAIRS,** (Boston: Mifflin, 1965) Chapter 8.

Topic 84: Why Vietnam?

A. Objective:
   1. Analysis of one example of a conflict involving the United States in the non-Western world from an American point of view.

B. Teaching Techniques:
   1. Use of a film, **WHY VIETNAM?** to illustrate the United States government's viewpoint as to why Vietnam.
   2. Discussion of the film.
   3. Evaluation of the argument of the film.

C. Content Outline:
   1. Film: **WHY VIETNAM?**
   2. Discussion.
   3. Evaluation:
      a. problem of bias.

D. Comments:
   1. The film is available from the Department of State of the United States government.
   2. In discussion of the film, care should be exercised in identification of the bias of the visual elements as well as the oral comments in the film.

E. Instructional Materials:
   1. Film: **WHY VIETNAM?**

Topic 85: Vietnam: Two Points of View:

A. Objective:
   1. Analysis of the United States involvement in Vietnam from a communist point of view.

B. Teaching Techniques:
   1. In-class reading of the two articles, "Vietnam: A Communist View' .
   2. Discussion of the charges and evidence presented in each of the articles.
   3. Contrast and compare the American and communists point of view.
   4. Conclude as to the role of ideology in the conflicting view of Vietnam.

C. Content Outline:
   1. Two points of view:
      a. "The American people are surging up' .
      b. "The grave diggers of United States imperialism".
   2. Comparison to the film, **WHY VIETNAM?**
   3. As an ideological expression.

D. Comments:
   1. The articles are drawn from January, 1966 issue of **ATLAS** pp. 16-19.
   2. Dittoed copies of each of the articles would be helpful for the class.
   3. As the materials are so obviously biased, care should be exercised in instructing the students as to the realities of the United States involvement in Vietnam.
   4. Of particular interest is the identification of the source of quotations noted in the articles. Failure to identify the source of quotations should indicate to the students an unreliable source of information.
   5. For the purposes of the Foreign Studies class, neither view need be endorsed by the teacher.
   6. A poll of student views would provide a culminating activity.

E. Instructional Materials:
   1. Dittoed copies of "Vietnam: A Communist View".

Topics 86-89: Student Presentations

A. Objective:
   1. Presentation of student's point of view in regard to the United States involvement in the non-Western world.

B. Teaching Techniques:
   1. Student led discussion of the United States foreign policy.
   2. Video tape the presentation.
   3. Discussion of each of the presentations.
   4. Evaluation of the presenations by the teacher and class.

C. Content Outline:
   1. Presentations.
   2. Discussion and evaluation.

D. Comments:
   1. Before the presentations are given, the criteria by which the presentations will be judged should be clearly established. Dittoed copies of the criteria would be helpful.
   2. If the presentations in sequence numbers 71 – 72 were individual, the presentations in numbers 86 – 89 are to be by student groups or vice versa.
   3. The key to each presentation is the student's ability to focus on a single aspect of American foreign policy. In this regard the **GREAT DECISIONS** materials of the Foreign Policy Association are most helpful.
   4. Possible topics for presentation could be drawn from the activity cards of the **WORLD AFFAIRS WORKSHOP** of the New York **TIMES.**
   5. In reviewing the presentations, video tapes of each presentation would aid in the evaluation.

E. Instructional Materials:
   1. Dittoed copies of the criteria sheets.
   2. The video tape recorder.

Topic 90 Test

A. Objective:
   1. Evaluation of the students' understandings of non-Western world achieved in the Foreign Studies class.

B. Teaching Techniques:
   1. Use of a multiple choice device.
   2. Review the test results with the students.

C. Content Outline:
   1. Test.
   2. Review of the test results.

D. Comments:
   1. Various test devices could be used. Each test item, however, is to relate directly to class discussion and class-used materials.
   2. For maximum efficiency each item on the test is to be analyzed for appropriateness to the class.
   3. Alternative tests are noted in Part IV of the **TEACHER'S GUIDE**.

E. Instructional Materials:
   1. Test.

BIBLIOGRAPHY

Student Materials*

Audio-Visual Materials

1. **AFRICA IN CHANGE: WEST AFRICA**--16 minutes, color, Encyclopedia Britannica.

   Concentrates on Nigeria's attempt to achieve national unity. No. 61

2. **ARTS OF JAPAN**--30 minutes, black and white, University of Michigan.

   Tells the story of an American G. I. as he returns to Japan in search of the artistic beauty of Japan. The film is an empathetic statement of an American's feelings for Japanese art. No. 39

3. **ASIAN EARTH**--22 minutes, color, Atlantic.

   Focuses on the life cycle of village life in India. Traditional aspects of Indian life are clearly shown through the eyes of a villager. No. 42

4. **CHINA UNDER COMMUNISM**--22 minutes, black and white, Encyclopedia Britannica.

   A recently revised documentary of a visit by reporter John Strohm to Red China. The film is an eye witness account. No. 27

5. **GANGES: SACRED RIVER**--27 minutes, color, Encyclopedia Britannica.

   An NBC television special which illustrates the physical geography of the valley and plains created by the Ganges River as well as the sacred quality of the river to the Hindus. No. 17

6. "History as Recorded by Newspapers".

   A set of slides available from the Des Moines **REGISTER**, Des Moines, Iowa. Particularly useful in depicting major events from the various newspapers. Also available from the Des Moines **REGISTER** are slides to illustrate the formal aspects of a newspaper. Nos. 15, 20

*Numbers following each annotation are topic numbers which indicate when the source was used.

7. **JAPAN**--30 minutes, color, International Film Foundation.

Describes major aspects of Japan today, in particular, the economic concern of present day life in Japan. No. 37

8. **NEHRU: MAN OF TWO WORLDS**--22 minutes, black and white, McGraw Hill.

From the "Twentieth Century" television series. Contains film clips of the demonstrations for India's independence. No. 47

9. **A NIGHT AT THE PEKING OPERA**--20 minutes, color, Film Images.

Shows 4 vignettes from traditional Chinese Opera. An excellent enrichment film. No. 24

10. **TROPICAL AFRICA**--29 minutes, color, International Bureau Films.

Introduces the student to Sub-Saharan Africa. Focuses primarily upon the political and social changes taking place in Africa. No. 51

11. **UKIYO-E: PRINTS OF JAPAN**--30 minutes, color, Brandon Films.

An examination of prints of 17th and 18th century artists of feudal Japan. Narrated by James Michener. A beautiful film. No. 33

12. **WHY VIETNAM?** 32 minutes, black and white, United States Department of Defense.

Presents the United States government's arguments and Justification for involvement in the Vietnam War. No. 84

Printed Sources

1. **AFRICA REPORT**

An example of American efforts to report on African affairs. No. 55

2. **AFRICA TODAY**

An African publication openly critical of the United States. Provides a contrast to **AFRICA REPORT**. No. 55

3. **ANTHROPOLOGY IN TODAY'S WORLD** (Middleton, Conn.: American Education, 1965)

A series of case studies. Useful in the Foreign Studies class are the case studies on the Middle Kingdom, the role of the Emperor in postwar Japan, the caste system in India, and tribalism vs. nationalism in the Congo. Nos. 28, 48, 68

4. **ASAHI EVENING NEWS** August 14, 1966

A leading Japanese newspaper. This special issue is on Japan 1945-1965. No. 35

5. **ATLAS**

Reports articles from the world press. Particularly useful for reports on China and non-Western views on Vietnam such as included in the January, 1966 issue. Nos. 10, 30, 85

6. Barbe, Wren "Young Japan Views Uncle Sam" **SATURDAY REVIEW** March 12, 1966, pp. 96, 116-120

A collection of impressions of the United States written by Japanese children. No. 40

7. Bello, Ahmodo **MY LIFE** (Cambridge: University Press, 1962)

Autobiography of a leader in the independence movement in Nigeria. No. 62

8. Bettex, Alfred **DISCOVERY OF THE WORLD** (New York: Simon, 1960)

Contains excellent color plates of maps representing the Old World's view of the New World. No. 3

9. **BIBLE**

BIBLE 97th Psalm provides a contrast to the selections from the **TAO TE CHING**. No. 24

10. **CEDAR FALLS DAILY RECORD**

An example of local newspaper. No. 5

11. Chang, Chung-Li **CHINESE GENTRY SOCIETY** (Seattle, Washington: University of Washington, 1965)

A study of the Chinese gentry. Provides several examples of questions used in the Civil Service Examinations. No. 23

12. **CHINA PICTORIAL**

Distributed by the Chinese People's Republic. Provides examples of excellent, if selective, photography of China. No. 30

13. **CHRISTIAN SCIENCE MONITOR**

An example of an international newspaper. Editorial entitled "Getting Through to China" included in the issue of February 16, 1966. No. 25

14. Cousins, Norman "Nehru" **SATURDAY REVIEW** June 20, 1964, pp. 17-21+

A eulogy for Nehru. No. 47.

15. **CURRENT BIOGRAPHY**

A source for background information on the current leaders in Asia and Africa. No. 70

16. **CURRENT HISTORY** April, September, November, 1965; February, March, September, 1966

A source for current, scholarly, commentary on Asia and Africa in relevant, topical, issues. No. 65

17. Dean, Vera Micheles **NATURE OF THE NON-WESTERN WORLD** (New York: Mentor, 1963)

Interprets the nature of the non-Western world. Asserts the non-Western world stopped developing in 1400 A.D. Nos. 3, 8, 9, 28, 37, 46, 53, 74

18. **DEPARTMENT OF STATE BULLETIN**

States American Foreign policy positions. No. 76

19. Des Moines **REGISTER**

An example of a regional newspaper. No. 15

20. Embassy of Nigeria; Nigeria, **THEIR ECONOMIC POLICIES**

Issues free publications on Nigeria. No. 63

21. Ewing, Ethel **OUR WIDENING WORLD** (Chicago: Rand McNally, 1958)

Parts I and II are particularly useful in portraying traditional societies in China, Japan, and India. Nos. 20, 22, 26, 31-32, 36, 41-42, 46

22. **FREE CHINA REVIEW**

A publication from Nationalist China. Useful as a contrast to publications from Communist China. No. 30

23. Gibson, John **IDEOLOGY AND WORLD AFFAIRS** (Boston: Houghton-Mifflin 1964)

A high school text which describes the nature of democracy, authoritarianism, and totalitarianism. Nos. 11, 12, 14, 81-83

24. Gonzales, Arturo "Oh, Little Town of Tokyo" **SATURDAY REVIEW** September 18, 1965, pp. 81-82

An entertaining commentary of the Japanese celebration of Christmas, as a Japanese holiday. No. 38

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Supplementary, junior high school level, reading on Africa. No. 53

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An example of an Indian source of information. No. 45

29. Kazuro, Okakuro **BOOK OF TEA** (Rutland. Vt.: Tuttle, 1906)

A delightful description of teaism written by one of the first Japanese to interpret Japan to the West. No. 34

30. Kenworthy, Leonard "Some Stereotypes of Africa to Shatter" **STUDYING AFRICA** (New York: Columbia, 1965) pp. 8-10

Notes some of the more commonly held myths about Africa. No. 2

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An excellent supplementary reading. No. 21

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An excellent supplementary reading. Nos. 51, 57

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A teacher's guide to inductive teaching about totalitarianism. No. 13

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An account of Myrdahl's trip to China. No. 28

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Describes the work of the Peace Corps. No. 64

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Describes the discipline of anthropology and provides examples of anthropological insight. Nos. 6, 7

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A series of historical problems in Asian civilization. Nos. 71, 72

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A brief, but concise, reference to the status of the new nations in Asia and in Africa. Nos. 16, 52

49. Rajagopachari, Chakravarti "What A Man Cannot Know" **SATURDAY REVIEW** April 16, 1966, pp. 19-21+

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Provides examples of newspapers from around the world. No. 10

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An example of a local newspaper. No. 5

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An example of news from India published by the Embassy of India. No. 45

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Contains fact and activity cards plus a set of books written by reporters from the New York **TIMES**. Nos. 71, 72, 86

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A newsmap useful for a bulletin board plus current events information. No. 10

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An intermediate level weekly publication focusing on Ethiopia. No. 57

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Each volume is a series of essays on the topic written by informed scholars. For the above average high school student. Titles include:

Golay, Frank H. **THE UNITED STATES AND THE PHILIPPINES** 1966.

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Background readings suitable for the above average secondary student. Recent titles include:

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Designed expressly for high school students. Each volume contains background information in addition to a discussion of economic problems. Recent titles include:

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Chang, Perry P. **CHINA, DEVLEOPMENT BY FORCE** 1964.

Hunsberger, Warren S. **JAPAN: LESSONS IN ENTERPRISE** 1963.

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A series on comparative politcs in a world context for the above average student. Current titles include:

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Pye, L. **SOUTHEAST ASIA'S POLITICAL SYSTEM** 1967.

Ward, Robert **JAPAN'S POLITICAL SYSTEM** 1967.

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Foreign Relations Series (River Forest, Ill.: Laidlaw Brothers)

A product of the Foreign Relations staff on the North Central Association of Colleges and Secondary Schools. Each title contains a high school level discussion of foreign policy toward one nation or area and is revised periodically. Current titles include:

Alger, Chadwick F. **THE UNITED STATES IN THE UNITED NATIONS** 1966.

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A junior high school series written by informed travelers and scholars. Recent titles include:

Brown, D. **JAPAN** 1968.

Frykenberg, R. **INDIA** 1968.

Hapgood, D. **AFRICA** 1965.

Swisher, Earl **CHINA** 1964.

Mentor Religious Classics (New York, N. Y.: The American Library, Inc. Education Division)

An inexpensive collection of primary sources on the major religions. Useful titles include:

Burtt, E. A. **THE TEACHINGS OF THE COMPASSIONATE BUDDHA**

Translated by Swami Prabhavananda and Christopher Isherwood **THE SONG OF GOD: BHAGAVED-GITA**

Translated by Swami Prabhavananda and Frederick Manchester **THE UPANISHADS: BREATH OF THE ETERNAL**

Problems in Asian Civilizations (Boston, Mass.: D. C. Heath and Company)

A Problem oriented series similar to the series Problems in American Civilization. Suitable for the above average high school student. Appropriate titles are:

Embree, Aineslee T. **1857 IN INDIA: MUTINY OR WAR OF INDEPENDENCE?** 1963.

Loh, Pichon P. Y. **THE KUOMINTANG DEBACLE OF 1949: CONQUEST OR COLLAPSE?** 1965.

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Problems in European Civilization (Boston, Mass.: D. C. Heath and Company)

Similar to the above series. Recent titles include:

Lewis, Martin D. **THE BRITISH IN INDIA: IMPERIALISM OR TRUSTEESHIP?** 1962.

Schaefer, Ludwig F. **THE ETHIOPIAN CRISIS: TOUCHSTONE OF APPEASEMENT?** 1961.

Wright, Harrison M. **THE "NEW IMPERIALISM": ANALYSIS OF LATE 19th CENTURY EXPANSION** 1961.

Scholastic World Affairs Multi-Texts (Englewood Cliffs, N. J.: Scholastic Book Services, Division of Scholastic Magazines)

A junior high school level textbook written by knowledgeable authors. Recent titles include:

Bell, Oliver **THE TWO CHINAS** 1964.

Joy, Charles R. **EMERGING AFRICA** 1965.

Kublin, Hyman **THE RIM OF ASIA, JAPAN AND SOUTHEAST ASIA** 1965.

Lengyel, Emil **THE SUBCONTINENT OF INDIA** 1964.

World Affairs Workshop (Chicago, Ill.: Encyclopedia Britannica Education Corp.)

A series written by correspondents of the New York **TIMES**. More sketches than studies in depth. Current titles include:

Durdin, Tillman **SOUTHEAST ASIA** 1966.

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TEACHER MATERIALS

Professional Materials

Articles

"Africa" **JOURNAL OF EDUCATION** October, 1961

A dated, but still useful special issue on Africa. Valuable for its bibliography.

"Africa" **SOCIAL EDUCATION** March, 1960, No. 3, pp. 104-124

Dated, but still useful, special issue on Africa.

Anderson, Howard ed. **APPROACHES TO AN UNDERSTANDING OF WORLD AFFAIRS** (Washington, D. C.: National Council for the Social Studies, 1954)

The 25th yearbook of the NCSS. Although dated, contains basic information on Asia and Africa. Of particular interest are chapters 10, 11, 12, and 14 which are on China, East and South Asia, India and Pakistan, and Africa respectively. Useful teaching suggestions for teaching an understanding of world affairs are also included.

Beyer, Barry "Teaching About Africa" **AFRICAN STUDIES BULLETIN** April, 1968, pp. 18+

Comments on teaching about Sub-Saharan Africa in secondary schools.

Block, S. N. "Why Study Africa" **CATHOLIC SCHOOL JOURNAL** April, 1967, pp. 58+

A general discussion of the need to study Africa. A bibliography of readings and films for a unit on Africa is included.

Boorman, Howard L. "East Asian History and American Secondary Education" **SOCIAL EDUCATION** May, 1962, pp. 234-236, 281-284

Describes the need, bibliographic aids, text, extra-curricular readings for an East Asian history course. Also suggests ways to infiltrate the teaching of ancient and United States History with content on East Asia. A useful, if dated, article.

Engel, Shirley H. ed. **NEW PERSPECTIVES IN WORLD HISTORY** (Washington, D. C.: National Council for the Social Studies, 1964)

The 34th yearbook of the NCSS. Notes new perspectives on Asia and Africa. Especially interesting are chapters 7, 16, 17, 18, 19, 20, and 21 which are on Ancient River Valley Civilizations, East Asia, Southeast Asia, India, Middle East, North Africa, and Sub-Saharan Africa respectively. Also included are comments on new perspectives in the study and teaching of world history. Of the latter, Shirley Engel's "Model Building the Function of World History" is most relevant to the approach taken in the Foreign Studies class.

Griffen, W. H. "The International Component of Citizenship Education' **SOCIAL EDUCATION** February, 1963, pp. 69-74

A general article on the need for a new perspective of the citizen's role on the international scene. Promising beginnings for a new perspective include: curricular rethinking of the objectives of citizenship education, breaking away from Western parochialism in the curriculum, cognizance of the influence of nationalism in teaching, and use of methods other than comparative in teaching about other cultures.

Mallery, David **ASIA AND AFRICA** (Boston: National Council for Independent Schools, 1962)

A report of proposals and programs on Asia and Africa in selected independent schools.

Miller, Stanley N. "The World Cultures Course" **SOCIAL EDUCATION** February, 1962, pp. 69-79

Notes the reasons for the mandated world cultures course in Pennsylvania. Concludes, surprisingly, there is a variety of approaches and wealth of materials to teach a world cultures course.

Rotberg, R. "Teaching of African History" **AMERICAN HISTORICAL REVIEW** October, 1963, pp. 47+

A proposed course outline for a year course on African history at the university level. Especially valuable for bibliographic information.

"Teaching About Africa" **HIGH SCHOOL JOURNAL**, November, 1963, pp. 46+

A special issue on Africa.

"Teaching World Affairs" **INTERCOM** October, 1963, pp. 12-72

A guide for education and program planners. Suggests projects and sources of materials. Updated by "How to Plan a World Affairs Program..." appearing in the March-April 1967 issue of **INTERCOM**.

"Teaching About World Affairs" NASSP **BULLETIN** January, 1967

After series of general commentaries, this special issue discusses 8 programs in teaching about world affairs. A bibliography of paperback books is also included.

Bibliographic Sources

Audio-Visual

African Studies Association, Committee on Fine Arts, **AFRICAN FILM BIBLIOGRAPHY**

Annotates 311 films on Sub-Saharan Africa. A project of the African Studies Association in cooperation with the Educational Media Council.

American Society of African Culture. "Sources of Films on Africa"

Mimeographed bibliography of films. Annotations and sources are indicated.

"Sources for Records"

A mimeographed listing of sources for records of traditional and contemporary Africa music and folk tales.

Carter, L. Films: Africa" **JOURNAL OF GEOGRAPHY** May, 1964, pp. 226+

An annotated list of films on Africa.

A Guide to Films, Filmstrips, Maps, and Globes on Asia (New York: Asia Society, 1964)

An annotated guide to films, filmstrips, maps and globes on Asia. Available from the Asia Society.

"Films on World Affairs" **INTERCOM** September-October, 1965, pp. 21-72

A special feature on films. Suggests ways to plan a film program and notes sources for films.

Guides

Clarke, John Henrik **A CURRICULUM GUIDE TO THE STUDY AND TEACHING OF AFRICAN HISTORY** (1964)

A curriculum guide designed for the express purpose of eliminating misconceptions of Africa. Prepared for the Harlem Youth Opportunities of New York City.

Cultural History Research **EMERGING AFRICA IN THE LIGHT OF ITS PAST** (New York: Cultural History, 1964)

The title of a series of units on Africa now under development. Each unit contains notes, color slides, and a recording of the text with appropriate African music.

INTERCOM

Published by the Foreign Policy Association. Each issue is topical. Relevant issues include: "The China Problem" January-February, 1965; "Focus on Japan" January-February, 1962; "Handbook on South and South-East Asia" January-February, 1967; "Handbook on Africa" May-June, 1966; "Handbook on the Middle East" November-December, 1967.

Pearcy, G. **AFRICA PATTERNS OF SOVEREIGNTY** (Chicago: Denoyer-Geppert, 1967)

A cartographic study of the emergence of new nations in Africa.

Service Center for Teachers of History

Published by the American Historical Association. Each title includes bibliographic aids. Relevant titles include: **FORTY YEARS OF CHINESE COMMUNISM** (1962); **CHINESE HISTORY A BIBLIOGRAPHIC REVIEW** (1958); **CHINA'S TRADITION AND MODERNIZATION** (1968); **JAPANESE HISTORY** (1961); **THE HISTORY OF INDIA** (1965); and **AFRICAN HISTORY** (1964).

WORLD AFFAIRS Guides (New York: Columbia, 1965)

Written by Leonard Kenworthy and revised in 1965. Individual guides are available on Africa and the Middle East.

National Organizations

"Guide to United States National Organizations in World Affairs" **INTERCOM** July-August, 1966, pp. 32-88

Lists, rather indiscriminately, many organizations in world affairs.

United States Department of State, Bureau of Intelligence and Research **AFRICAN PROGRAMS OF UNITED STATES ORGANIZATIONS** (Washington, D. C.: Government Printing Office, 1965)

A selective directory to American colleges and universities, foundations, religious and missionary organizations, business organizations, and private non-profit organizations concerned with African cultures.

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A selected bibliography of books and other materials of Africa.

American Society of African Culture "AMSAC Library" (1964)

A listing of books in the AMSAC library. Valuable for the scope of the list.

"Some Modern African Writers" (1964)

Briefly describes writers and their works from English and French speaking countries of Africa.

ASIA A GUIDE TO BASIC BOOKS (New York: Asia Society, 1966)

An authoritative guide available from the Asia Society.

Critical Bibliographies

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A GUIDE TO PAPERBACKS ON ASIA (New York: Asia Society, 1964)

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McAree, J. "Select Bibliography" **SOCIAL STUDIES** December, 1966, pp. 304+

A select bibliography of paperback books on Africa for secondary students.

"Paperbound Books on Asia" **ASSOCIATION FOR ASIAN STUDIES NEWSLETTER** September, 1966.

The 6th revised edition of an annual issue of the **NEWSLETTER** and the most complete bibliography of paperbound books on Asia.

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